

CHILD CARE AND DEVELOPMENT FUND PLAN

FOR: South Carolina

FFY 2010-2011

This Plan describes the CCDF program to be conducted by the State/Territory for the period 10/1/09 – 9/30/11. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Form ACF 118 Approved OMB Number: [0970-0114] expires [06/30/2011]

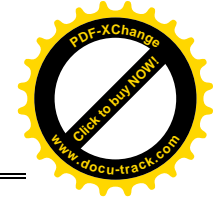
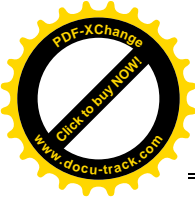


TABLE OF CONTENTS

AMENDMENTS LOG

PART 1 ADMINISTRATION

- 1.1 Lead Agency Information
- 1.2 State/Territory Child Care (CCDF) Contact Information
- 1.3 Estimated Funding
- 1.4 Estimated Administration Cost
- 1.5 Administration of the Program
- 1.6 Funds Used to Match CCDF
- 1.7 Improper Payments

PART 2 DEVELOPING THE CHILD CARE PROGRAM

- 2.1 Consultation and Coordination
- 2.2 Public Hearing Process
- 2.3 Public-Private Partnerships

PART 3 CHILD CARE SERVICES OFFERED

- 3.1 Description of Child Care Services
- 3.2 Payment Rates for the Provision of Child Care
- 3.3 Eligibility Criteria for Child Care
- 3.4 Priorities for Serving Children and Families
- 3.5 Sliding Fee Scale for Child Care Services

PART 4 PARENTAL RIGHTS AND RESPONSIBILITIES

- 4.1 Application Process / Parental Choice
- 4.2 Records of Parental Complaints
- 4.3 Unlimited Access to Children in Child Care Settings
- 4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

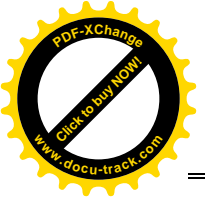
PART 5 ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

- 5.1 Quality Targeted Funds and Set-Asides
- 5.2 Early Learning Guidelines and Professional Development Plans

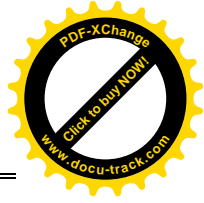
PART 6 HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(50 States & District of Columbia only)

- 6.1 Health and Safety Requirements for Center-Based Providers
- 6.2 Health and Safety Requirements for Group Home Child Care Providers
- 6.3 Health and Safety Requirements for Family Child Care Providers
- 6.4 Health and Safety Requirements for In-Home Child Care Providers
- 6.5 Exemptions to Health and Safety Requirements
- 6.6 Enforcement of Health and Safety Requirements
- 6.7 Exemptions from Immunization Requirements



PLAN FOR CCDF SERVICES IN: SOUTH CAROLINA
FOR THE PERIOD 10/1/09 – 9/30/11

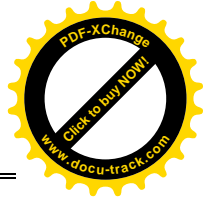
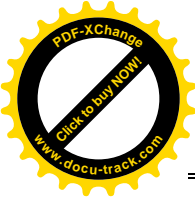


APPENDIX 1 -- PROGRAM ASSURANCES AND CERTIFICATIONS

APPENDIX 2 -- ELIGIBILITY AND PRIORITY TERMINOLOGY

APPENDIX 3 -- ADDITIONAL CERTIFICATIONS

REQUIRED ATTACHMENTS



AMENDMENTS LOG

CHILD CARE AND DEVELOPMENT FUND PLAN FOR: SOUTH CAROLINA FOR THE PERIOD: 10/1/09 – 9/30/11

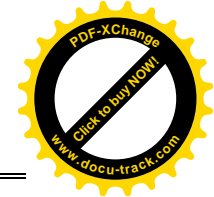
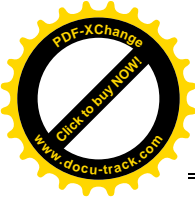
Lead Agencies must submit plan amendments within 60 days of the effective date of an amendment (§98.18 (b)).

Instructions for Amendments:

- 1) Lead Agency completes the first 3 columns of the Amendment Log and sends a photocopy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF



PART 1 ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State/Territory Chief Executive Officer)

Name of Lead Agency: South Carolina Department of Social Services (SCDSS)
Address of Lead Agency: Post Office Box 1520; Columbia, South Carolina 29202-1520
Name and Title of the Lead Agency's Chief Executive Officer: Kathleen M. Hayes, Ph.D. State Director
Phone Number: 803-898-7360
Fax Number: 803-898-7277
E-Mail Address: kathleen.hayes@dss.sc.gov
Web Address for Lead Agency (if any): http://dss.sc.gov

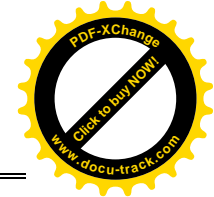
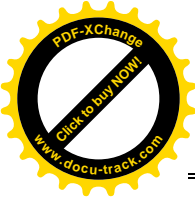
1.2 State/Territory Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State/Territory Child Care Contact (CCDF): Leigh Bolick
Title of State/Territory Child Care Contact: Director of Child Care Services
Address: Post Office Box 1520; Columbia, South Carolina 29202-1520
Phone Number: 803-898-7134
Fax Number: 803-898-7625
E-Mail Address: leigh.bolick@dss.sc.gov
Phone Number for CCDF program information (for the public) (if any): 803-898-2570
Web Address for CCDF program information (for the public) (if any): http://childcare.sc.gov/main

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2009 through September 30, 2010. (§98.13(a))

CCDF: \$72,235,395
Federal TANF Transfer to CCDF: \$ 0
Direct Federal TANF Spending on Child Care: \$ 0
State CCDF Maintenance of Effort Funds: \$ 4,085,269
State Matching Funds: \$ 10,229,189
Total Funds Available: \$ 86,549,853



1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$ 4,123,229 (5 %). (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

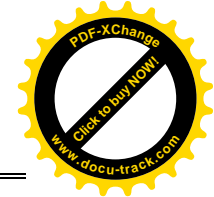
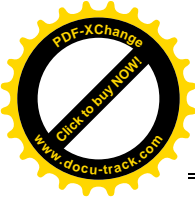
1.5.1 Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Targeted Funds and Set-Aside?

- ☒ No. If no, use **Table 1.5.1** below to **identify** the name and type of agency that delivers services and activities. If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.

Table 1.5.1: Administration of the Program

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)	
Determines individual eligibility:			
a) TANF families	NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b) Non-TANF families	NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Assists parents in locating care	SC Child Care Resource and Referral Network	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Makes the provider payment	NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Quality activities	See Section 5.1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other:		<input type="checkbox"/> Yes	<input type="checkbox"/> No

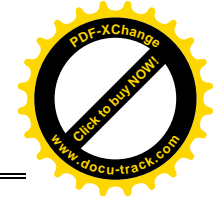
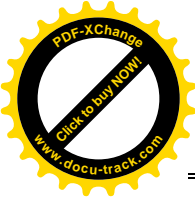
1.5.2. Describe how the Lead Agency maintains overall internal control for ensuring that the CCDF program is administered according to the rules established for the program (§98.11).



CCDF regulations, related federal program instructions, CCDF state plans, and policy manuals are used by Lead Agency employees to guide the administration of the CCDF program. Annual zero-based budgets are established in the Lead Agency's accounting system (GAFRS) by program cost centers in accordance with the federal CCDF regulations and program instructions, approved CCDF state plans and annual allocations. The zero-based budgeting process was implemented by the Lead Agency a number of years ago with monthly monitoring of the budget to ensure that financial resources are allocated and used to meet strategic objectives, that budgeted operations are within available funding and maximum benefit is derived from available funding according to program rules and regulations.

The zero-based budgeting process requires the analysis of funding needs and resource allocation involving the cost center managers through senior management levels. This process is headed by executive management with support from senior staff and the budget office. Each division within SCDSS is required to submit a detailed budget plan with supporting documentation justifying the request. This includes comparisons to historical budgets and expenditures. The division budget plans are reviewed by a team comprised of executive and senior managers who prepare and submit a proposed agency budget to the State Director for approval. Divisions are required to monitor their budgets and expenditures on a monthly basis, as well as to complete mid-year budget reviews and affirm that operations are within their approved budget. The budget office monitors the agency budget and expenditures on a monthly basis, provides assistance to the divisions in resolving budget-related issues, and notifies executive management of critical issues requiring resolution. A key measure of financial performance during the preparation, review and monitoring of the budget includes administrative cost containment to assure that maximum funds are allocated to services.

The majority of expenditures by the Child Care Services Division which administers the CCDF Program are processed through the automated Child Care Voucher System, which automatically links the sources of funds to eligible children and service providers. The interface between the voucher system and the Lead Agency's accounting system (GAFRS) is checked for accuracy daily by fiscal staff. Direct salaries are charged to program cost accounts based on the job functions performed by staff. Other expenditures are approved by cost center managers, Child Care Services project manager and Division Director for requisitions and contract reimbursements for allowable activities. Program staff who are knowledgeable of the CCDF regulations develop proposed contracts and grants, which are approved by the Director of Child Care Services and agency executive leadership. Reimbursement of contract and grant expenditures are reviewed and approved by the Child Care Services manager for the specific grant or contract, in accordance with the terms of the finalized agreement. Expenditure requisitions for other operating expenses are reviewed and approved in advance by cost center managers, Child Care Services project manager and Child Care Services Division Director.



The SCDSS Division of Audit Services (DAS) conducts examinations of SCDSS fiscal operations, program management and program support activities and reports findings and recommendations to management and the State Director. Audits include 1) financial and compliance; 2) economy and efficiency; 3) program results; and 4) performance. DAS also reviews independent audit reports submitted by providers of service in accordance with the Office of Management and Budget Circular A-133 (Audits of States, Local Governments and Non-Profit Organizations).

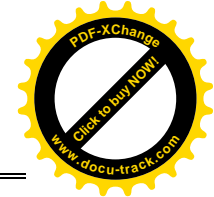
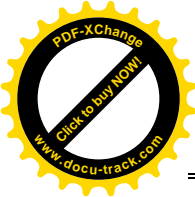
Since SCDSS is subject to the provisions of the federal Single Audit Act, the agency is regularly audited and subject to annual testing of expenditures by the external Office of the State Auditor. These audits include analyses of SCDSS' system of internal controls and program compliance with federal laws and regulations.

SCDSS contracts with multiple public and private entities to assist with the achievement of service goals in a timely manner. These contractors are held accountable to the laws, regulations and standards governing SCDSS programs through executed contractual provisions.

When there are contractors/grantees, a risk assessment is conducted for the development of a monitoring plan which is attached to each contract or grant. The risk assessment determines the level and scope of the monitoring plan. For low-risk contracts/grants, program staff review all deliverables to ensure that they are received in a timely manner and work with the contractors/grantees to assure that all reports are received as specified in the contract/grant. Program staff maintain regular contact with the contractor/grantee to provide technical assistance and to discuss barriers prohibiting completion of the tasks in the scope of work. Regular contact includes face-to-face meetings and telephone/electronic/fax contacts as appropriate to ensure contract/grant compliance. Program staff review and approve all invoices submitted pertaining to contracts/grants prior to submission to fiscal staff for payment. For higher risk contracts/grants, all of the above activities are conducted, along with periodic on-site program reviews by program staff.

The following are examples of language from a typical contract or grant and demonstrate how SCDSS maintains overall control when services and activities are provided through other agencies:

- All expenditures must be supported by documentation to establish that such expenditures have been made in accordance with the CCDF Act of 1990 (P.L. 101-508) as amended and found at Title VI, Personal Responsibility and Work Opportunity Reconciliation Act (PWORA) of 1996 (P.L. 104-193), 45 CFR Parts 98 and 99; CCDF Final Rule, and other statutory and regulatory requirements as well as the requirements of this grant.
- Such information shall be retained by contractor/grantee and, upon request, made available to SCDSS for a period of three (3) years after the last payment is made under this Agreement, to include any amendments and/or extensions.



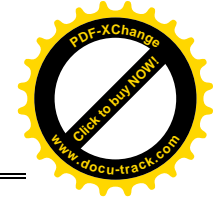
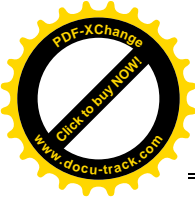
- SCDSS shall be the single point of contact for any matters concerning the interpretation of CCDF regulations.
- The contractor/grantee agrees to meet the following reporting requirements:
 - A. Submit, within ninety (90) days of the grant start date, a method for project evaluation and a work plan defining project strategies, timelines, and expected project outcomes;
 - B. Submit a quarterly narrative activities report;
 - C. Submit a final project report within ninety (90) days following the end of the grant period to include, but not limited to, the following: project analysis; consisting of strategies utilized, attainments, outcomes, and the achievement of goals as outlined in the grant.

The following recitals are used in SCDSS CCDF grants and contracts:

- WHEREAS, SCDSS has been designated by the South Carolina Office of the Governor as the single state agency to administer the CCDF in accordance with 45 CFR Parts 98 and 99 (2000, as amended), CCDF; Final Rule. SCDSS is the Lead Agency and is responsible for the CCDF Program.
- WHEREAS, the United States Department of Health and Human Services (USDHHS) has allocated monies to the State of South Carolina (SC) to fund and implement activities identified in its CCDF application and approval plan.
- WHEREAS, SCDSS, under authority granted in the Child Care and Development Block Grant Act of 1990 (P.L. 101-508) as amended by P.L. 104-401, P.L. 102-586, P.L. 103-171 and found at Title VI, Personal Responsibility and Work Opportunity Reconciliation Act of 1996, P.L. 104-193, is authorized to provide a Grant for services which improve the quality and availability of child care and development programs.
- WHEREAS, SCDSS shall retain overall responsibility for the administration and implementation of the CCDF, as approved by the USDHHS, and shall serve as the single point of contact in resolving program issues.
- NOW, THEREFORE, the parties to this Grant Agreement, in consideration of the exchange between them of the mutual promises, covenants, and stipulations set forth herein, agree as follows.

1.5.3. Describe how the Lead Agency ensures adequate personnel, resources, systems, internal controls, and other components necessary for meeting CCDF reporting requirements (658K, §98.67, §§98.70 & 98.71, §§98.100 to 102), including the Lead Agency's plans for addressing any reporting deficiencies, if applicable. At a minimum, the description should address efforts for the following reporting requirements:

a) Fiscal Reporting: **The Finance Division's office of cost allocation and reporting prepares all federal financial reports from SCDSS accounting system (GAFRS) reports of encumbrances and expenditures. These reports are reviewed by management which compares budgeted and actual costs and investigates any variances. CCDF program staff review SCDSS accounting system reports (GAFRS)**



and federal CCDF ACF-696 reports in comparison to program-generated reports to assure consistency.

b) Data Reporting: Required data reporting timeframes are programmed into the ABC Child Care Voucher System. The IT staff that produces the data reports has been employed with the ABC Program since its inception and is responsible for producing the data for both the 800 and 801 reports. The 801 report is produced and transmitted quarterly as required and any deficiencies noted after submission are immediately corrected. The data for the 800 report is submitted by a program area staff that has also been with the ABC Program since its inception. The program staff is responsible for submitting the 800 report online and it is always submitted prior to the deadline of December 31. Other data reports that are required from time to time have been submitted by the deadline.

C) Error Rate Reporting: The lead agency is a third year state for the improper payments initiative, so we have not submitted any reports regarding improper payments. We have submitted our Sampling Decisions and Fieldwork Preparation Plan for approval as required, and we are currently working on finalizing our Record Review Worksheet for submission for approval. Our Improper Payments Report will be submitted by the deadline of June 30, 2010.

1.6 Funds Used to Match CCDF

1.6.1 Will the Lead Agency use public funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

☒ Yes, **describe** the activity and source of funds: state appropriations

1.6.2 Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

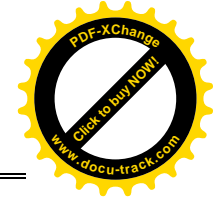
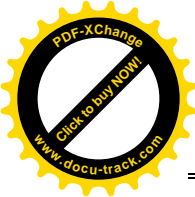
☒ No.

1.6.3 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☒ Yes (**respond to 1.6.5**), and:

a) ☒ The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

b) (**20%** %) Estimated percentage of the MOE requirement that will be met with Pre-K expenditures. (Not to exceed 20%.)



c) If the Lead Agency uses Pre-K expenditures to meet more than 10% of the MOE requirement, **describe** how the Lead Agency will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

Description Provided in Section 1.6.5

1.6.4 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirements? (§98.53(h))

☒ Yes (**respond to 1.6.5**), and

a) (**30%** %) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%.)

b) If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, **describe** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

Description Provided in Section 1.6.5

1.6.5 If the Lead Agency indicated “yes” to 1.6.3 or 1.6.4, **describe** Lead Agency efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

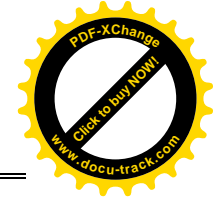
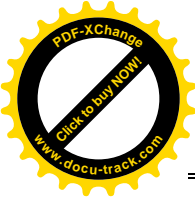
SCDSS coordinates the federally funded early care and education system for South Carolina. SCDSS partners with the SC Department of Education (SDE), Head Start, and the Office of First Steps to School Readiness (First Steps) to maximize resources and assist families in accessing affordable quality child care.

SCDSS encourages collaborations that blend funding, including allocations for Pre-K and Head Start funds as well as child care subsidies. SCDSS and SDE will continue to research fiscal and policy issues identified by other states and develop collaborative models for child care wrap-around services on-site and near-site.

Pre-K and child care coordination occur at both the state and local levels. At the state level, SDE staff coordinates the certification and reporting of Pre-K expenditures. SCDSS and SDE’s Office of Early Childhood Education work with school districts, Head Start programs, and other child care organizations to assess the needs of working parents. School districts are encouraged to provide full-time services or to collaborate with child care providers so that quality care is accessible for the duration of the workday. This may include offering full-day/full-year Pre-K programs as well as care during school holidays and non-traditional hours.

Child care providers are also encouraged to consider collaborative approaches to develop full-day programs; these are often enriched with Even Start and Head Start Pre-K services. Extended child care gives parents additional support so they can work and/or participate in training programs.

SCDSS and SDE are working to improve services available to the Pre-K population



by supporting a variety of service delivery models for comprehensive services. To maximize resources, services such as parenting and health screenings promotes collaboration with private child care providers, governmental agencies, and community-based organizations.

The development of the Teen Parent Child Care Voucher Program, which serves low-income parents needing preschool services while attending training and education classes, requires school districts to work in concert with the private child care community as well as Head Start to provide full-day, full-year services. Priority for vouchers is given to infants and toddlers of teen parents who are completing the requirements for a high school credential.

Approximately 26,000 SC children are attending Pre-K on a part-time or full-time basis and may access after-school programs for the remainder of the day. State-funded Pre-K programs receive information about the child care voucher program so they may assist parents in accessing wrap-around services. In addition, Pre-K programs are encouraged to participate in the ABC Child Care Program to be reimbursed for extended-day services.

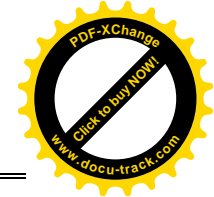
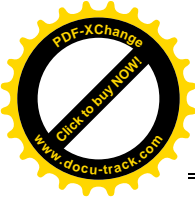
In support of the December 2005 ruling in the case of the South Carolina County of Abbeville County School District, et al., vs. The State of South Carolina, et al., the South Carolina General Assembly passed a proviso establishing the Child Development Education Pilot Program (CDEPP) to support the expansion of child development in public schools and private child care providers. CDEPP was made available for the 2006-2007 and 2007-2008 school years on a voluntary basis to focus on the developmental and learning supports that children must have in order to be ready for school and to incorporate parenting education. The proviso mandates that the CDEPP shall first be made available to eligible children from the trial districts in the aforementioned case. Additionally, the proviso mandated that the Education Oversight Committee conduct an evaluation of the pilot program and issue a report to the General Assembly by January 1, 2007. Deadlines for subsequent reports were July 2007, January 2008, and July 2008.

The proviso mandates the Lead Agency to do the following:

- Aid SDE and First Steps in the verification of student enrollment eligibility;
- Maintain a list of all approved public and private providers; and
- Provide SDE, First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

In addition to the above mandates, examples of specific information provided include the following:

- Statewide inventory of publicly funded (CCDF) child care programs by provider type.
- Listing of the number of regulated child care programs per county by provider type.



- **Inventory of 4-year-old children participating in publicly funded (CCDF) half-day and full-day child care programs by ethnicity and gender and included children that were in Foster Care.**
- **Total CCDF expenditures for vouchers for 4-year-old children in federal fiscal year 05 and 06.**
- **Three year analysis of CCDF allocations used/planned (2004-2006).**
- **Overview of the federal requirements and state policy for management of the ABC Child Care program.**

1.6.6 Will the Lead Agency use any other funds to meet a part of the CCDF Match requirement pursuant to §98.53(e)(1)?

☒ **Yes, describe the activity and source of funds:**

State funds that are received from County First Steps Partnerships will be used by the Lead Agency to meet a part of the CCDF match requirement. County First Steps Partnerships are county-based school readiness organizations which are funded with state appropriations that are allocated by the South Carolina Office of First Steps. Some County First Step Partnerships transfer state funds to the Lead Agency to provide and manage child care assistance for First Steps service populations in their counties according to CCDF eligibility criteria. In fiscal year 2008-2009, 10 of the 46 County First Steps Partnerships transferred state funds to the Lead Agency to provide and manage child care assistance for First Steps service populations in their respective counties.

1.7 Improper Payments

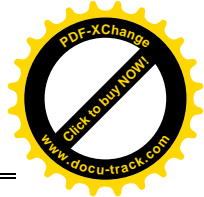
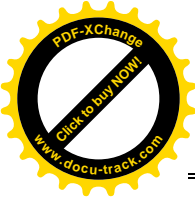
Has your State implemented any strategies to prevent, measure, identify, reduce, and collect improper payments? (§98.60(i), §98.65, §98.67)

☒ **Yes, and these strategies are:**

There are multiple ways for clients, child care providers, and the general public to report improper, erroneous, or potentially fraudulent child care payments:

- **1-800 customer service telephone line**
- **1-800 child care complaint line**
- **E-mail contact information from SCDSS website www.dss.sc.gov**
- **U.S. Mail**
- **Self-reporting. The Provider Business Procedures Manual instructs directors to indicate on their payment forms when they believe they are being paid incorrectly.**

ABC Child Care staff make appropriate adjustments to the Service Voucher Logs (SVLs), ensuring that proper payments are made to providers. Discrepancy reports, such as provider capacity and excessive absence reports, are monitored weekly to ensure that clients and providers are participating within the child care program



guidelines. An active child care caseload report is sent to county and state eligibility workers on a monthly basis to ensure that clients remain eligible for the program.

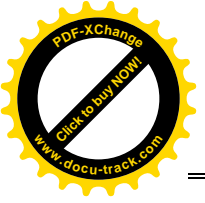
ABC Program staff conduct on-site visits to Level A and B child care providers who voluntarily meet standards above the state's minimum licensing requirements. The staff performs unannounced reviews of child care records and monitors compliance. Suspected fraud is reported to DSS auditing staff. A sampling of Level C providers is visited each year. A more formalized process is currently being planned.

Auditing staff conduct random reviews of all regulated child care providers. An average of 14 audits are conducted per month (approximately 10% of enrolled, licensed, and registered child care providers annually). Reviews of child care attendance records and payment histories ensure that providers are serving and submitting payments for eligible children only. Special audits are conducted as requested when fraud is suspected.

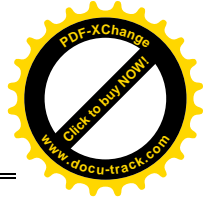
If an improper payment is identified the following actions are taken:

- Recoupment information is keyed into an automated adjustment system that allows future child care payments to be reduced until all overpayments have been recovered. At this time, recoupments are collected only from child care providers; however, SCDSS is exploring options for recouping monies from clients.
- If the child care provider is not owed any further child care payments, the outstanding debt is sent to the Accounts Receivable Department for collection. The following actions are taken if an improper payment is referred to Accounts Receivable:
 - A letter is sent to the provider requesting full payment within 30 days,
 - Providers are allowed to request payment arrangements,
 - Providers are informed of the policy considering 90 days same as cash for balances of \$300 or less,
 - Providers are informed that, for balances over \$300, providers may make payments over a 12 month period with interest accrual (prime plus 2%).

The Lead Agency has developed policies and procedures related to improper payments and has implementing strategies during this plan period for strengthening the processes for preventing, identifying, reducing and/or collecting improper payments made to providers, as well as initiating policies and procedures for improper payments made on behalf of clients. The new procedures include an eligibility worksheet that is to be used by all staff making eligibility determinations for the ABC Program. This worksheet provides the correct calculations for gross monthly income, as well as other required calculations for determining income eligibility. The worksheet will be beneficial in the improper payments review because it will allow the reviewer to see the documentation of how the eligibility was

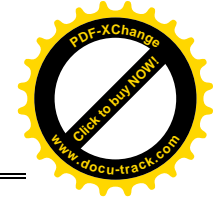
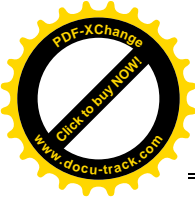


PLAN FOR CCDF SERVICES IN: SOUTH CAROLINA
FOR THE PERIOD 10/1/09 – 9/30/11



determined. Additionally, policies have been revised to reduce ambiguities and to strengthen requirements for the eligibility determination process.

South Carolina has taken advantage of the technical assistance available through WRMA (Walter R. McDonald & Associates) in developing the processes and procedures for our improper payments initiative. We participated in a TA conference call with our WRMA site liaison on October 30, 2008 and also participated in a CCIP site visit with the site liaison, regional administrator, and Child Care Bureau representative on April 21 and 22, 2009. Both the conference call and the site visit were beneficial in providing assistance in developing our improper payment processes.



PART 2

DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

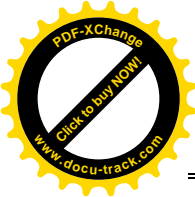
Indicate the entities with which the Lead Agency has a) **consulted** and b) **coordinated** (as defined below), by checking the appropriate box(es) in Table 2.1.1.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. **At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).**

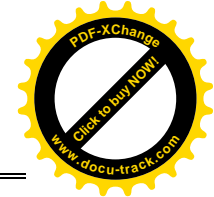
Coordination involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). **At a minimum, Lead Agencies must coordinate with** (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

Table 2.1.1 Consultation and Coordination

Agency	a) Consultation in Development of the Plan	b) Coordination with Service Delivery
Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
Other Federal, State, local, Tribal (if applicable), and/or private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *



PLAN FOR CCDF SERVICES IN: SOUTH CAROLINA
FOR THE PERIOD 10/1/09 – 9/30/11



Agency	a) Consultation in Development of the Plan	b) Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

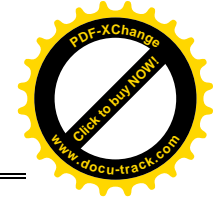
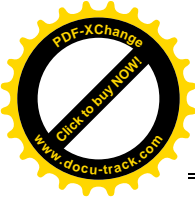
* Required.

For each box checked in Table 2.1.1, (a) identify the agency(ies) providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

To expand the availability of child care scholarships, SCDSS collaborates with First Steps to administer, through the ABC Child Care Voucher System, the First Steps County Partnerships' child care scholarships. These scholarships are available to families with children under age 6 and allow parents to work. This is expected to stabilize at risk families, as well as improve school readiness among this population. First Steps has developed a series of outcome measures to evaluate the scholarship program.

The SC Early Care and Education System include 4 components: Regulations and Standards, Quality Improvement, Professional Development, and Community/Family Involvement. Partners include: 1900 child care providers, the SC Center for Child Care Career Development, the Office of Early Childhood Education, Head Start, First Steps, the technical college system, colleges and universities, child care resource and referral agencies, Success By Six®, United Way, early care and education professional associations.

The Lead Agency has engaged in a collaborative partnership with First Steps for the provision of training and consulting services aimed at strengthening child maltreatment prevention initiatives. This training and consultation will be provided by Zero To Three - National Center for Infants and Toddlers staff. It is focused on supporting child care professionals to help reduce the risk of abuse and neglect through their natural relationships with families. It particularly focuses on infant-toddler child care. Specifically, the Lead Agency made available the curricula that is used for the training, Preventing Child Abuse and Neglect: Parent Provider Partnerships in Child Care. Participants attending the training represent a cross-section of public and private agencies that provide training and/or technical assistance to child care providers, staff providing child care regulatory oversight, those promoting child advocacy initiatives, as well as personnel



located in public school districts and the technical college system. We will be expanding the training opportunities for child care providers in the coming year.

SCDSS works with the SC Employment Security Commission to assess the needs of working parents and meet those needs by promoting care during non-traditional work hours as well as full day, full year child care.

SCDSS provides funding for the SC CCR&R Network, which provides information for parents, child care providers and communities about local child care services; the Network will be expanding upon currently available consumer information. (See discussion at 2.3)

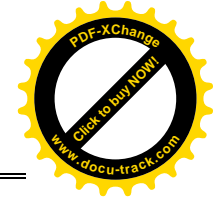
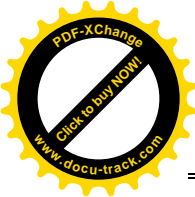
SCDSS is the Lead Agency for TANF and is committed to meeting the child care needs of all Welfare Reform (Family Independence) clients as well as those transitioning off the welfare program due to employment. SCDSS recognizes these needs as critical in order for clients to obtain or maintain employment.

The Lead Agency is coordinating with SDE, Head Start, the Catawba Indian Nation, First Steps, child care providers, and others in the implementation of the Good Start, Grow Smart initiative. SCDSS collaborates with SDE and First Steps regarding Pre-K programs, in order to meet the needs of working parents. The two entities also work together regarding before- and after-school child care and early childhood development services. The SC After-School Alliance is included in planning for before- and after-school care. The state is also in the process of developing a professional development system for after-school providers.

SCDSS partners with Head Start, which has transitioned to the Lead Agency, to extend the day, provide summer programs, and reduce the administrative barriers that prevent full utilization of the CCDF funds set aside to expand Head Start services. This office is mandated to collaborate in eight priority areas: Child care and preschool, welfare, health care, education, community services, family literacy, activities relating to disabilities, and homelessness. Its purpose is to enhance the capacity of Head Start and other programs to improve outcomes and opportunities for children. The Head Start Collaboration Office Director and Head Start administrators were consulted in development of the CCDF Plan.

The Lead Agency has a long-term contractual agreement with the University of South Carolina's School of Medicine – Center for Disability Resources for the provision of statewide training and technical assistance to child care providers currently serving or interested in serving children with special needs. Center staff has developed a Monograph Series that includes an in-depth review of developmental deficiencies and guidance for working with young children. The ABC Special Needs Program helps parents locate quality special needs care.

SCDSS, in conjunction with early care and education partners, supports a statewide technical assistance system. The system integrates on-site technical assistance into daily practice in early care and education settings. It includes core knowledge/competencies, uniformity of technical assistance, coordination/integration with state child care licensing



requirements and quality standards, and accountability. Initially, seven regions used by First Steps were adopted across the state. A pilot was conducted with two regions to work more closely to collect information about the provision of technical assistance and support needed to strengthen the quality of delivery. The system document is currently under review for revision.

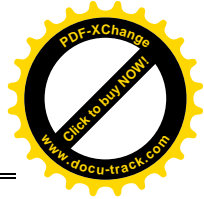
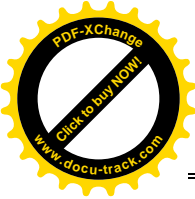
The Lead Agency served as facilitator to convene a workgroup to develop an application in response to the Department of Health and Human Services: *Expanding Opportunities Interagency Inclusion Initiative*. This initiative is designed to work with states that have a need to systematically improve efforts to better prepare personnel to work effectively in inclusive preschool settings. The next round of applications was due January 2009. Documentation of support from the Head Start Collaboration Director, the Part B – Section 619 Coordinator, and the head of the state’s Child Care Agency, was required.

Additionally, the Lead Agency continues to contract with the University of South Carolina-Center for Disability Resources to provide training and technical assistance to child care providers serving or willing to serve children with special needs. The consultations include information and materials about disabilities and teaching methods that address the specific needs and/or behaviors. Trainings are offered monthly across the state to facilitate accessibility for child care provider attendance and their preparedness for working with young children with special needs.

2.1.2 Emergency Preparedness and Response Plan for Child Care and Early Childhood Programs. Lead Agencies are encouraged to develop an emergency preparedness and response plan for child care and other early childhood programs operating in the State/Territory. The plan should include provisions for continuity of services and child care assistance payments to families and providers in the event of an emergency or disaster. Indicate which of the following best describes the current status of you efforts in this area. **Check only ONE.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
- ☒ **Developing.** A plan is being drafted. Include the plan as Attachment 2.1.2, if available.
- ☐ **Developed.** A plan has been written but has not yet been implemented. Include the plan as Attachment 2.1.2, if available.
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as Attachment 2.1.2.
- ☐ **Other. Describe:**

a) **Describe** the progress made by the State/Territory in planning for an emergency or disaster event with regards to the operation of child care and early childhood education programs.



SCDSS is the lead agency for emergency coordination for all disasters in the state and has developed new strategies for Emergency Preparedness across various program areas. One of the most notable strategies is administering benefits through emergency EBT cards.

- b) **Describe** provisions the Lead Agency has in place for the continuation of core child care functions during and after a disaster or emergency.

The Child Care Services Disaster Coordinator will contact the Director, senior level staff members, and partners via phone, e-mail, and/or text messages to report the activation. The Disaster Coordinator will also contact the Regional Child Care Licensing Supervisors letting them know the situation. This communication will continue during the disaster or emergency. Decisions will be made at the Division level by the Director assisted by the Disaster Coordinator and senior level staff.

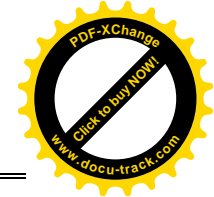
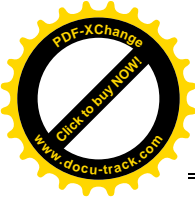
During a potential disaster or emergency situation, the Child Care Services staff can also monitor the website for a message stating “Child Care Emergency Response Has Been Activated.” This message will be a signal to report to the designated area for disaster response.

Child Care Services senior level staff will report at a designated area to assess the situation. The ABC Call Center will also be an integral part of the emergency response. The Child Care Services Director, with assistance from senior level staff, will determine which functions in the Division’s Disaster Plan are to be carried out. Child Care Services field staff, Columbia-based staff and partner agencies will be called upon, as needed, to assist in making decisions and/or facilitating responses. Child Care Services staff may also be temporarily reassigned to carry out specific duties.

The Child Care Services Disaster Coordinator will coordinate with the DSS Disaster Response Services and/or partners to ensure that efforts are not duplicated in the communication with impacted county Departments of Social Services.

Any requests made during a disaster or emergency should be made through the regional offices via telephone or e-mail or through the ABC and Central Office toll free numbers. These requests include those on behalf of the child care facilities for such needs as re-locating children, the emergency hiring process, and special food or supply needs. The Division’s web site information and GIS mapping will be used to identify the location of child care facilities that are impacted by the disaster or emergency in order to assist in recovery efforts. Under certain circumstances, special licensing policies may also be implemented.

After the disaster or emergency, recovery functions will be put into place. Assessment should continue periodically thereafter until Child Care Services determines that child care providers impacted by the disaster or emergency are able to offer safe and healthy child care.



c) **Describe** efforts the Lead Agency has undertaken to provide resources and information to families and child care providers about ways to plan and prepare for an emergency or disaster situation.

We have 3 Emergency Preparedness resources – a brochure titled “Emergency Procedures for Child Care Providers,” a set of guidelines for completing an emergency plan, and a template for completing an emergency plan. All 3 of these resources are available from the Regional Offices or on the Child Care Services website.

d) **Describe** how the Lead Agency is coordinating with other State/Territory agencies, private, and/or non-profit charitable organizations to ensure that child care and early childhood programs are included in planning, response, and recovery efforts.

Representatives from Child Care Licensing serve on Emergency Preparedness committees within DSS, participated in a tabletop exercise at SCEMD and a multi-agency tabletop exercise on pandemic flu.

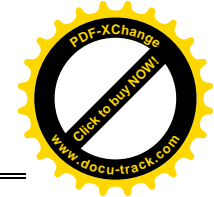
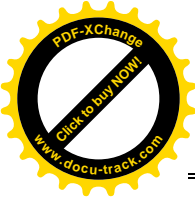
2.1.3 Plan for Early Childhood Program Coordination. Lead Agencies are encouraged to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of your efforts in this area. **Note: Check only ONE.**

- ☐ **Planning.** Are there steps under way to develop a plan?
- ☐ **Developing.** A plan is being drafted. Include the draft as **Attachment 2.1.3** if available.
- ☐ **Developed.** A plan has been written but has not yet been implemented. Include the plan as **Attachment 2.1.3** if available.
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. Include the plan as **Attachment 2.1.3**.
- ☒ **Other (describe):**

a) **Describe** the progress made by the State/Territory in planning for coordination across early childhood programs since the date of submission of the 2008-2009 State Plan. **See Below**

b) **Indicate** whether there is an entity that is, or will be, responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination. **See Below**

c) **Describe** the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State/Territory's early learning guidelines, plans for professional development, and outcomes for children. **See Below**



d) **Describe** how the State/Territory's plan supports, or will support, continued coordination among the programs. Are changes anticipated in the plan?

Good Start, Grow Smart Task Force consists of representatives from SCDSS Child Care Services (ABC and Licensing), SDE, First Steps (the Center for Child Care Career Development, and T.E.A.C.H.®), Head Start, SC Child Care Association (private for-profit child care), Voices for SC's Children, DHEC (Early Childhood Comprehensive Systems Project Director) and the Catawba Indian Nation Tribal CCDF administrator. The Task Force is responsible for establishing timelines and ensuring coordination occurs throughout the state.

During the previous plan period, the Task Force has continued to work toward alignment of the Early Learning Standards (ELS) to the K-12 Standards, some of which have been under cyclical review by the State Department of Education (SDE). Those reviews have been delayed at SDE, which in turn have delayed final completion of the ELS. The series of 9 thirty-minute training videos which accompany the ELS and the standards are currently available for distribution to the early childhood community statewide. Funding has been coordinated for the production and distribution of the ELS and accompanying videos among SCDSS, SDE, and Head Start. Following the completion of the standards for the 3-5 ELS in 2007-2008, standards for 0-3 will be developed to link the state's adopted Program for Infant Toddler Care (PITC) philosophy to the ELS for 3-5 year olds to create a seamless statewide system for children zero to five years.

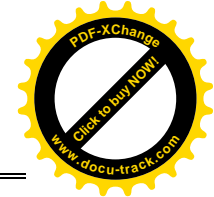
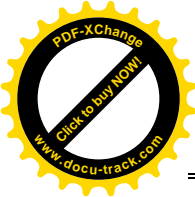
Results of this coordination include: The early learning guidelines for language and literacy, numeracy, approaches to learning, physical development and social-emotional development have been completed to align with the existing SDE K-12 Standards as discussed above. The new K-12 Standard revisions were reviewed and incorporated into the ELS to assure alignment. The new ELS has been incorporated into required training for the new Level A of the ABC Child Care Program Standards and are voluntary for all other ABC child care levels. Other programs mandating compliance are Head Start and the State Department of Education for early childhood programs. Training for the early childhood community statewide includes the use of the 9 training videos designed to accompany the ELS training materials made possible through an SDE grant in partnership with SCETV.

The Good Start, Grow Smart Task Force will make changes in the plan as necessary. The state is not anticipating any changes during this Plan period.

2.2 Public Hearing Process

Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

a) Date(s) of notice of public hearing: May 5, 2009



- b) Manner of notifying the public about the public hearing: **Lead Agency Website**
- c) Date(s) of public hearing(s): June 5, 2009
- d) Hearing site(s): **SCDSS, 1535 Confederate Ave, Columbia, SC, Rm 310**
- e) How the content of the plan was made available to the public in advance of the public hearing(s): **Posted on website. Hard copies available upon request.**
- f) **Attach** a brief summary of the public comment process as **Attachment 2.2.**

2.3 Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

- ☒ Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

The Lead Agency has entered into a contractual agreement with Trident Technical College (TTC) to expand the provision of school-age care education through the technical college system. TTC has lead responsibility to ensure that coursework and class materials/activities are uniform and made available to all technical colleges desiring to provide school-age care coursework. Train-the-trainer sessions will be conducted with instructors to ensure uniform teaching. TTC staff will also conduct regional advocacy forums with parents of young children to raise awareness regarding quality afterschool programming.

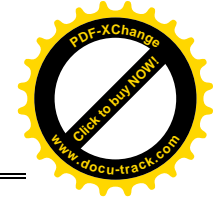
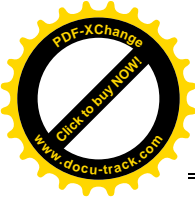
Child care vouchers are made available to parents, with priority for services to teen parents, so they can obtain a high school diploma or GED only.

Vouchers are also provided to women living in shelters to escape domestic violence situations or who are participating in a shelter approved activity, including clients who are receiving services from a state-funded domestic violence program.

SCDSS has implemented selected recommendations from its participation in the SC Quality Early Care and Education Task Force study, to analyze the cost and impacts of alternative financing methods for high quality early care and education. Recommendations for client co-pay and rates of payment were reviewed to assure that families funded under the ABC program receive strong opportunities for high quality child care services

Head Start and Early Head Start grantees are allocated CCDF funds to meet the needs of working parents by extending the hours of operation and providing full-day care through the summer months. Head Start programs are included in the range of options available to parents as they choose a child care provider.

Early Childhood Summits, a key collaboration with Head Start, addressed the professional development of the early childhood workforce. This initiative with higher education institutions in South Carolina led to an infant-toddler credential at the technical college



level, accreditation of technical college early childhood departments through NAEYC (among the first in the nation), and growing articulation between the technical colleges and four year institutions for B.A. degrees in early childhood education. SC State University USC, Columbia College, Francis Marion University, and Coastal Carolina have adopted this model; articulation is currently under consideration at a number of other South Carolina four year institutions. A Professional Development Committee has been charged with developing a proposal for Core Knowledge.

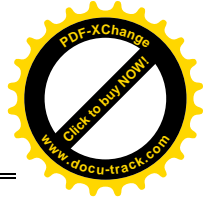
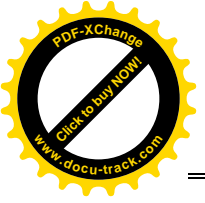
The Lead Agency contracts with First Steps for a statewide career development system for child care providers. The SC Center for Child Care Career Development (CCCCD) administers the SC Early Childhood Credential and salary bonus program, as well as the state's training registry system for trainers, caregivers, and directors. This career development program is the cornerstone of professional development for the ABC Child Care Program. Expected results are a quality educated and trained workforce and accountability for training efforts.

During 2006-2007, the B.A. model for T.E.A.C.H. was added with the articulation between the technical colleges and South Carolina State University. Additional articulation agreements are expected in 2009-2011 with the growing accreditation of the early childhood departments of the technical colleges. Expected results are increased opportunities for caregivers and directors who want to progress professionally to the B.A. level and a more educated early childhood workforce.

The Lead Agency is continuing efforts to establish a statewide CCR&R Network. Primary responsibilities of the Network include facilitating coordination and uniformity among local CCR&R agencies, promoting quality child care policies, and advocating for the expansion of service. Additionally, the Network provides guidance and support to CCR&R agencies to assist with the establishment of the Child Care Coordination Teams and delivery of core service components (Parent, Provider and Community Services).

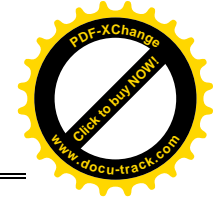
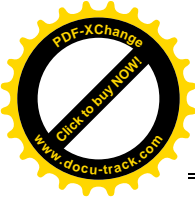
The Lead Agency provides funds to the University of South Carolina (USC) Center for Disability Resources to provide services for special needs children. USC consults with providers caring for children meeting the special needs criteria defined by SCDSS. The initiative focuses on educating providers about issues specific to special needs children. USC is also cultivating providers throughout the state to serve as regional mentors to other facilities in their communities. All training and consultation activities undertaken will result in increased access to child care for special needs children. The ABC Special Needs Program also assists parents in finding quality special needs care, and SCDSS has recently expanded the current program to serve more families and providers.

SCDSS supports the USC Infant/Toddler Leadership Initiative that seeks to improve quality education and training for infant/toddler caregivers statewide. Graduate courses, with certification through the nationally known WestEd Program for Infant/Toddler Care in Modules I-IV, are offered by USC. The Children's Center at USC acts as a demonstration site for infant and toddler care. The USC Child Development Research Center provides a cohesive set of activities designed to improve quality child care for all



children through course work and train-the-trainer initiatives. The activities are designed to build a universal base of knowledge among those already in the field working with child care providers and build on existing resources. The PITC Outreach initiative provides onsite training and technical assistance directly to child care programs over an extended period to assure sustainability. The technical assistance and development project for an electronic system of data collection and assessment of infants and toddlers has been piloted at two centers and will be expanded during the next two years. A cohort of early childhood leaders are due to finish an M.Ed. in Early Childhood Education in December 2009 through scholarship funding provided by SCDSS.

The Lead Agency played an instrumental role in the development and implementation of the South Carolina Early Care and Education Technical Assistance Network. The Network integrates on-site technical assistance into daily practice in child care and other early care and education settings. It outlines core knowledge/competencies, processes for coordination/integration with state child care regulatory requirements and quality standards, uniformity of technical assistance, and accountability. The Lead Agency continues to provide support to technical assistance providers across the state primarily through professional development and service coordination. The Lead Agency has entered into a contractual agreement with the South Carolina Afterschool Alliance to modify and expand the system to include criteria regarding the provision of technical assistance in school-age programs. Staff from the Lead Agency is working with the Alliance and other school-age care partners on this initiative. The Alliance contract also provides staff for expansion of technical assistance to school-age care providers.



PART 3

CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System. Describe the overall child care certificate process, including, at a minimum: a description of the form(s) of the certificate (§98.16(k)):

a) a description of how the certificate permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

Once eligibility is determined, an eligibility packet is mailed to the client. Upon receipt of the packet, the client has 15 calendar days to select a provider from a wide range of options. The client then gives the provider the connection card, and the provider mails the completed connection card to the ABC Child Care Control Center. Upon receipt of the connection card, staff will then authorize the client and the provider in the voucher system and the automated authorization/connection letter is sent. The welfare reform client's provider of choice is documented in the automated system. A connection card from the provider is not necessary unless the client transfers to another provider after initial selection.

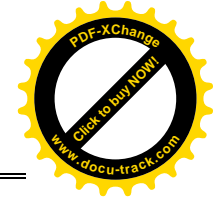
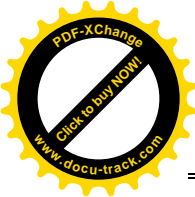
b) if the Lead Agency is also providing child care services through grants and contracts, **estimate** the proportion of §98.50 services available through certificates versus grants/contracts (this may be expressed in terms of dollars, number of slots, or percentages of services), and **explain** how the Lead Agency ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b)).

100% is expected to be paid through the voucher system which improves the efficiency of the payment and data collection system.

c) **Attach** a copy of your eligibility worker's manual, policy handbook, administrative rules or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1.**

Note: If these materials are available on the web, the Lead Agency may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

The Lead Agency is in the last stages of rewriting the ABC Policy Manual. The finalized copy is expected to be available on the Child Care Services website before October 1, 2009. It will then be located at the following web address: <http://childcare.sc.gov/main/>



3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☒ No.

3.1.3 Are child care services provided through certificates, grants and/or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

☒ Yes.

3.1.4 The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☒ Yes, and the limits and the reasons for those limits are (§§98.16(g)(2), 98.30(e)(1)(iv)):

To comply with the Fair Labor Standards Act, if a parent chooses an in-home child care provider that is not related to the child(ren), the arrangement may only be approved if the family has five or more children in the home who require full-time care. Half-time in home care arrangements cannot be provided. An in-home provider must be at least 21 years of age and meet basic health and safety standards. If the parent chooses an in-home provider who is related to the child(ren), the arrangement may be approved. A relative provider must be related to the child in one of the following ways:

- 1. An aunt or uncle (first generation only)**
- 2. A Sibling who does not reside in the home**
- 3. A Grandparent**
- 4. A Great-grandparent.**

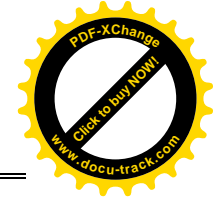
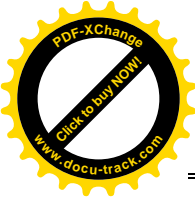
3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

3.2.1 Provide a copy of your payment rates as **Attachment 3.2.1**. The attached payment rates were or will be effective as of: **October 1, 2009**.

3.2.2 Are the attached payment rates provided in Attachment 3.2.1 used in all parts of the State/Territory?

☒ Yes.



3.2.3 Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

a) The month and year when the local market rate survey(s) was completed (§98.43(b)(2)): **March 2009.**

b) A copy of the **Market Rate Survey instrument** and a summary of the results of the survey are provided as **Attachment 3.2.3**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

3.2.4 Does the Lead Agency use its current Market Rate Survey (a survey completed no earlier than 10/1/07) to set payment rates?

☒ No.

3.2.5 At what percentile of the current Market Rate Survey is the State payment rate ceiling set?

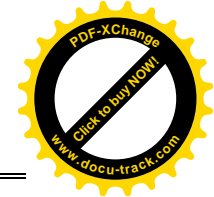
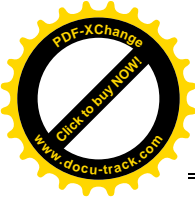
Maximum weekly payment rates for children being served by providers meeting quality standards beyond regulatory requirements, which were set using the 2007 Market Rate Survey and have not been adjusted since, now range between the 45th percentile to above the 85th percentile of the 2009 market rate survey, with higher payments for providers meeting higher quality levels.

Maximum weekly payment rates for children being served by providers meeting but not exceeding regulatory requirements range between the 40th and 75th percentile.

3.2.6 Describe the relationship between the attached payment rates and the market rates observed in the current survey, including at a minimum how payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey: (§98.43(b))

With fiscal pressures from multiple state budget cuts to the Lead Agency over the past fiscal year, anticipated budget cuts for the upcoming year, and rising numbers of child care voucher recipients in our priority populations, resources are insufficient to adjust child care payment rates for the upcoming Federal Fiscal Year 2010.

The Lead Agency continually reevaluate its fiscal status to determine when it will be possible to adjust child care payment rates. In the meantime, existing rates established based on the 2007 market rate survey will be maintained, along with existing family copayments.



The following describes the methodology utilized to establish rates effective October 1, 2007 based on the 2007 Market Rate Survey:

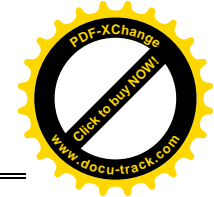
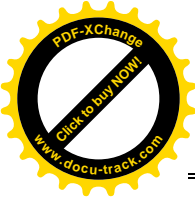
1. Rates for regulated providers serving children in the highest quality care level were set at or above the 85th percentile of the 2007 market rate survey. In addition, an added bonus is available for providers who achieve the highest quality of care.
2. Rates for regulated providers between the highest quality care level and those meeting quality standards exceeding regulatory requirements were set at or above the 60th percentile of the 2007 market rate survey or at existing rates, whichever were higher. In addition, bonuses are available that progressively increase based on the quality achieved by providers who meet standards exceeding regulatory requirements.
3. Rates for regulated providers meeting but not exceeding regulatory requirements were set at the 50th percentile of the 2007 market rate survey or at existing rates, whichever were higher. Rates for registered family child care providers were set at \$5 less than licensed family child care providers or the existing rates for registered family child care, whichever were higher.
4. Rates for unregulated providers were set to be less than the lowest rates for regulated providers meeting but not exceeding regulatory requirements.

3.2.7 Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

☒ Yes. If, yes, describe.

Since the majority of children receiving subsidized child care are currently served by providers meeting quality standards that exceed regulatory requirements, existing payment rates and bonuses were established to progressively compensate providers based on their performance in meeting increasing quality criteria. These financial incentives based on a provider's performance were designed to give families receiving subsidized child care access to the highest quality of care possible for their children. Other strategies employed to ensure equal access include:

- A tiered reimbursement payment system was implemented many years ago to incentivize the opportunity for more children with child care subsidies to have access to higher quality child care;
- Payments to child care providers are made in a timely manner within 8-10 working days of receipt of service provision records;
- Payments are made to providers for the entire week of care as long as a child attends at least one day to ensure continuity of care for children with subsidies;
- Family copayments which are on a sliding fee scale based on family size and income are among the lowest in the region and nation in recognition of the budget constraints of families receiving child care vouchers in South Carolina.



3.2.8 Does the State have any type of tiered reimbursement or differential rates?

☒ Yes. If yes, **describe**:

Since 1992 the Lead Agency has utilized voluntary standards higher than state regulatory requirements in conjunction with a financial incentive to recognize and promote quality. The tiered system consists of three levels of reimbursement:

- **Level C** - participating providers must meet state regulatory requirements applicable to the type of care provided.
- **Level B** - Providers voluntarily agreeing to meet ABC Child Care Standards higher than state regulatory requirements and undergo unannounced reviews based on those standards.
- **Level A** - criteria representing the highest quality of care recognized in the state.

NOTE: Informal care providers are also an option for parents in choosing child care arrangements.

3.2.9 Describe how the Lead Agency ensures that payment rates do not exceed the amount paid by the general public for the same service. (§98.43(a))

For Level A and Level B providers, ABC Program Monitoring staff review provider rates advertised to the public during initial enrollment to verify that the ABC payment rates do not exceed the cost of care to the general public. The owner or authorized agent of the owner signs the rate form certifying that the facility cost, registration fee and second child discount set forth is the actual cost charged private paying clients and that they will comply with all conditions of the rate certification form as a condition of payment. Requests for rate changes must be accompanied by documentation of rates to the general public as well as the certification by the owner on the rate change form. The requests are reviewed by ABC Program Monitoring staff for compliance and accuracy and then forwarded to the Control Center. Suspected problems are referred to Audits for further investigation.

3.3 Eligibility Criteria for Child Care

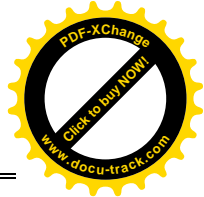
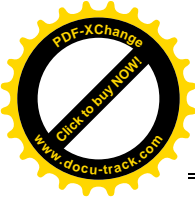
3.3.1 Age Eligibility

a) Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes. If yes, **define** physical and mental incapacity in Appendix 2, and **provide** the upper age limit Through age 18

b) Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 19



3.3.2 Income Eligibility

Complete columns (a) and (b) in Table 3.3.2 below based upon initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Table 3.3.2 Income Eligibility

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (d) by (a), multiply by 100]
1	\$2,585	\$2,197	\$1,354	52%
2	\$3,381	\$2,874	\$1,821	54%
3	\$4,176	\$3,550	\$2,289	55%
4	\$4,972	\$4,226	\$2,756	55%
5	\$5,767	\$4,902	\$3,224	56%

Note: Table 3.3.2 should reflect maximum eligibility upon initial entry into the CCDF program.

a) Does the Lead Agency have “tiered eligibility” (i.e., a separate income limit for remaining eligible for the CCDF program)?

☒ Yes. If yes, **provide** the requested information from Table 3.3.2 and **describe**. **A client must have income less than 150% of poverty in order to enter the ABC Program, but may be allowed to remain in the program until their income exceeds 175% of poverty if they continue to meet all other eligibility criteria.** **Note:** This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

b) If the Lead Agency does not use the SMI from the most current year, **indicate** the year used: _____

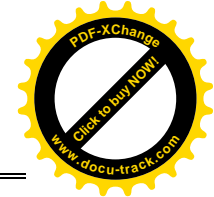
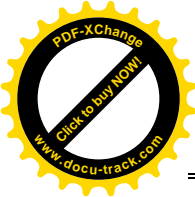
c) These eligibility limits in column (c) became or will become effective on:

October 1, 2009

d) How does the Lead Agency define “income” for the purposes of eligibility? **Provide** the Lead Agencies definition of “income” for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b)) **See Attachment 3.3.2**

e) Is any income deducted or excluded from total family income (e.g., work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

☒ Yes. If yes, **describe** what type of income is deducted or excluded from total family income. **See Attachment 3.3.2**



- f) **Describe** whose income is excluded for purposes of eligibility determination.
See Attachment 3.3.2

3.3.3 Work/Job Training or Educational Program Eligibility

- a) How does the Lead Agency define “working” for the purposes of eligibility? **Describe** the specific activities that are considered “working” for purposes of eligibility determination, including minimum number of hours. (§§98.16(f)(6), 98.20(b))

Applicants are considered employed if they are working at an occupation where they are paid a wage/salary, or have a documented commitment of employment that will begin within two weeks from the application date. Applicants participating in a work-study program will be considered employed. However, their income from the work-study program is not considered. Volunteer activity is not considered employment.

In order to receive child care services, the parent/guardian must be:

- **employed full-time** average of 30 or more hours per week.
- **employed part-time:** less than 30 hours per week.

Note: When both parents are in the same household, both parents must be working or one or both parents must be disabled.

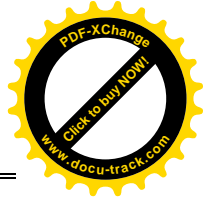
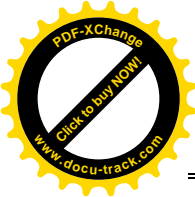
- b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program?

- ☒ Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? **Describe**, the specific activities that are considered “job training and/or educational program”, including minimum number of hours. (§§98.16(f)(3), 98.20(b))

Applicants are considered in job-training if the training is to teach marketable skills in the competitive labor market. Applicants are considered participating in an educational program if the program results in a high school diploma, General Equivalency Diploma (GED) or Associate or college degree and requires a minimum of six hours of classroom instruction per week. Online computer courses from an accredited college or university that count as credit hours leading to a degree are acceptable courses for post-secondary education.

3.3.4 Eligibility Based Upon Receiving or Needing to Receive Protective Services

- a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))



PLAN FOR CCDF SERVICES IN: **SOUTH CAROLINA**
FOR THE PERIOD 10/1/09 – 9/30/11

- ☒ Yes. If yes, **provide** a definition of “protective services” in Appendix 2. Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes.

b) Does the Lead Agency provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

☒ No.

3.3.5 Additional Conditions for Determining CCDF Eligibility

Has the Lead Agency established any additional eligibility conditions for determining CCDF eligibility? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

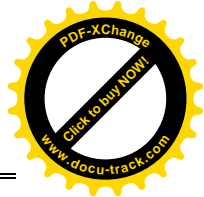
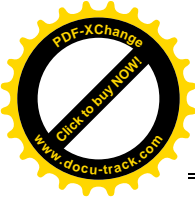
☒ Yes, and the additional eligibility conditions are: **Defined in Appendix 2**

3.4 Priorities for Serving Children and Families

3.4.1 At a minimum, CCDF requires Lead Agencies to give priority for child care services to children with special needs, or in families with very low incomes. **Complete** Table 3.4.1 below regarding eligibility priority rules. For columns (a) through (c), **check** only one box if reply is “Yes”. Leave blank if “No”. **Complete** column (e) only if you check column (d).

Table 3.4.1 Priorities for Serving Children

	How does the Lead Agency prioritize the eligibility categories in Column 1?			CHECK ONLY IF APPLICABLE	
	CHECK ONLY ONE			(d)	(e)
Eligibility Categories	(a) Priority over other CCDF-eligible families	(b) Same priority as other CCDF-eligible families	(c) Guaranteed subsidy eligibility	(d) Is there a time limit on the priority or guarantee?	(e) How long is time limit?
Children with special needs*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



PLAN FOR CCDF SERVICES IN: **SOUTH CAROLINA**
FOR THE PERIOD 10/1/09 – 9/30/11

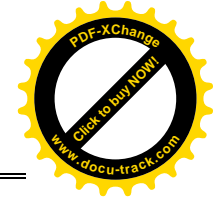
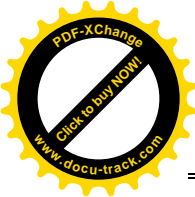
	How does the Lead Agency prioritize the eligibility categories in Column 1?			CHECK ONLY IF APPLICABLE	
	CHECK ONLY ONE				
Eligibility Categories	(a) Priority over other CCDF-eligible families	(b) Same priority as other CCDF-eligible families	(c) Guaranteed subsidy eligibility	(d) Is there a time limit on the priority or guarantee?	(e) How long is time limit?
Children in families with very low incomes*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families receiving Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* **Required**

3.4.2 Describe how the Lead Agency prioritizes service for the following CCDF-eligible children: (a) children with special needs, (b) children in families with very low incomes, and (c) other. Terms must be defined in Appendix 2. (658E(c)(3)(B))

- **TANF/Welfare Reform participants**
- **Transitioning off TANF**
- **Low-income children with special needs**
- **Low income children needing before- and after-school care**
- **Head Start set-aside**
- **Non-TANF low-income working families (as funding permits)**

3.4.3 Describe how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))



Since the passage of the SC Family Independence Act in 1995, the related welfare reform law, and the PRWORA of 1996, the funding priority for ABC Child Care assistance under CCDF has been parents participating in the state's Family Independence Program. When clients transition from TANF, child care assistance under CCDF is available for up to two years for eligible families.

3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☒ No.

3.4.5 Does the Lead Agency serve all eligible families that apply?

☒ No.

3.4.6 Does the Lead Agency have a waiting list of eligible families that they are unable to serve?

☒ No.

3.5 Sliding Fee Scale for Child Care Services

3.5.1 The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (co-payment) to the cost of child care (§98.42).

a) **Attach** the sliding fee scale as **Attachment 3.5.1**.

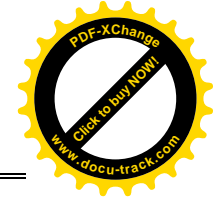
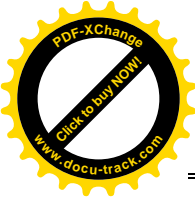
b) **Describe** how the sliding fee scale is administered, including how the family's contribution is determined and how the co-payment is assessed and collected:

A parent's gross monthly family income must be within the range in the entrance column of the Child Care Income Standards to enter the program. If the parent is income eligible, the sliding fee scale is referenced using the appropriate family size and income to determine the amount of the client fee. There is no family cap.

c) The attached sliding fee scale was or will be effective as of **October 01, 2009**

d) Does the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☒ No.



3.5.2 Is the sliding fee scale provided as Attachment 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☒ Yes.

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$

The Lead Agency must **select ONE** of these options:

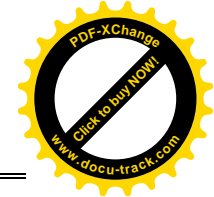
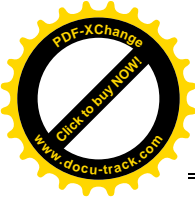
- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- ☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. **Describe** these families:
Families receiving TANF and foster children

3.5.4 Does the Lead Agency allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

☒ Yes.

3.5.5 Describe how the co-payments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

The Lead Agency has designed a fee scale that includes affordable co-payments for clients. With the exception of clients receiving TANF, and children in foster care, clients are required to make co-payments based on the sliding fee scale. The fee scale allows clients with incomes up to 150% of poverty to receive services and pay a co-payment of \$6.00, \$11.00, \$14.00, \$17.00, or \$20.00 per week per child based upon family size. Clients are eligible to continue to receive services until their incomes reach 175% of poverty. The fee scale is under review in 2009 in conjunction with the analysis of the 2009 market rate survey.



PART 4

PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

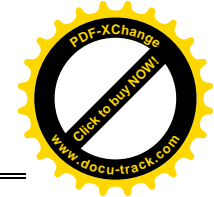
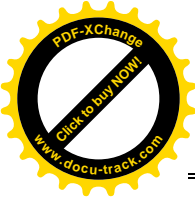
4.1.1 Describe the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §98.16(k), 98.30(a) through (e)). At minimum, describe:

- a) How parents are informed of the availability of child care services under CCDF (i.e., parental choice of child care services through a certificate or grant of contract) See Below
- b) How parents can apply for CCDF services See Below
- c) What documentation parents provide as part of their application to determine eligibility See Below
- d) How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4 See Below
- d) What steps the Lead Agency has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Since the state targets child care funding for participants in the Family Independence (welfare) program, the majority of applications received are from these participants. The Lead Agency determines eligibility for Family Independence (FI) child care services through the state's forty-six county offices and informs applicants of available child care options. The Lead Agency has responsibility for informing TANF clients about the exception to individual penalties. When TANF participants receiving child care services move from the FI program to the first year of transitional child care (TCC1), SCDSS has the option of continuing ABC child care services without requiring a new signed application (seamless eligibility).

Eligibility for low-income working families is determined by the Lead Agency. Historically, the agency has made child care applications available through a variety of sources, including ABC providers, CCR&R agencies, Head Start, Early Head Start, SCDHEC, and tribal Head Start grantees. The Lead Agency has mailed applications directly to parents after an initial pre-screening process.

Families apply for special needs child care services through SCDSS. Applications are made available through local disability boards, Children's Rehabilitation Services, Baby Net, and The School for the Deaf and Blind. The applications are subsequently mailed to SCDSS for eligibility determination. Eligibility for all child care services is limited to a twelve-month period.



At the time of application, the applicant must provide pay stubs for the most recent 30 days or income verification on company letterhead by the employer if they are working. If the applicant attends school or training program, a copy of their school schedule and/or proof of paid registration for the current term or training class is required.

The State Office has begun moving the eligibility function for specific eligibility categories from the county offices to the state office. This move will centralize the eligibility functions and ensure consistent eligibility determinations.

f) **Attach** a copy of your parent application for the child care subsidy program as **Attachment 4.1.1**.

4.1.2 Is the application process different for families receiving TANF?

☒ Yes, and **describe** how the process is different:

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement. This requirement applies to any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, different criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. These criteria and definitions are defined in section 4.4

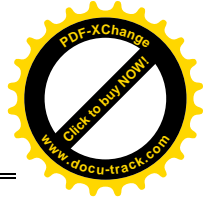
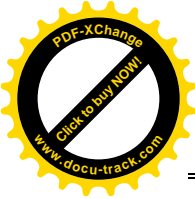
4.1.3 What is the length of eligibility period upon initial authorization of CCDF services?

All child care applications can cover services for 12 months. However, the amount of time authorized depends on the category of child care. Most child care funding sources authorize up to 12 months of eligibility. However, for some categories the length of eligibility, such as FI child care, depend on the client's participation in the program. Transitional child care is authorized for up to 12 months. However, a client must continue to work to be eligible. At the end of the first 12 months, a client's eligibility is re-determined for an additional 12 months.

a) Is the initial authorization for eligibility the same for all CCDF eligible families?

☒ Yes.

4.1.4 Describe how the Lead Agency ensures that parents are informed about their ability to choose from among family child care and group home child care, center-based care and in-home care, including faith-based providers in each of these categories.



Eligible families are provided a variety of materials informing them of their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers. Parents are informed about the wide range of quality child care available through the award-winning video, “Come, Play With Me” and printed materials. SCDSS maintains a toll-free number, 1-800-763-ABCD, which is publicized statewide; this allows parents and consumers to call for information. As part of a new management information system, the Lead Agency has developed a website that addresses consumer education needs. Additionally, a new ABC website for providers, www.abcquality.org is operational and addresses consumer issues and links to the Lead Agency website.

The CCR&R agencies give parents detailed information about the full range of local child care programs available to families. Counselors offer parents personalized guidance about how to find the type of care best for their children, what to look for in the programs they visit, and the quality of programs in their area. They also provide printed materials about child care, hold parent education workshops, and maintain resource libraries.

Local SCDSS Support Service Specialists also provide information and counseling to parents regarding their choice of child care.

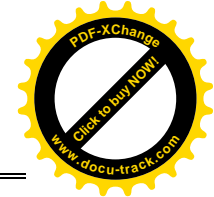
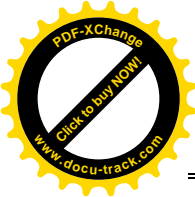
Describe how the Lead Agency reaches out and provides services to eligible families with limited English proficiency, including how the Lead Agency overcomes language barriers with families and providers.

The Lead Agency provides Hispanic and Bilingual Language Access training to caseworkers and supervisors. The training focuses on the use of the agency’s established procedures to properly interpret and translate when providing services to non-English speaking families. SCDSS contracts for a statewide HABLA line to provide interpreter and translation services as needed. In addition, the ABC application, the ABC Clients Rights and Responsibilities, and the ABC Self-Arranged Child Care Provider Agreement forms have been translated into Spanish. SCDSS will be exploring other ways in which to better meet the needs of non-English speaking clients.

4.2 Records of Parental Complaints

Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

The Lead Agency maintains a record of substantiated parental complaints and makes information regarding complaints available to the public upon request. Clients are encouraged to report concerns or complaints regarding providers suspected of violating minimum licensing standards or providing substandard care



as defined by the ABC System Standards. Substantiated complaints are placed in the provider's permanent file. The toll-free number, 1-800-763-ABCD, is available to parents to voice complaints and concerns. The Lead Agency website address parent complaints as well.

Complaints regarding regulatory concerns are referred to the child care regulatory division. Complaints regarding suspected child abuse are referred to the child protective services staff at SCDSS. Complaints relating to suspected child abuse by child care providers are referred to the Office for Out of Home Abuse and Neglect (OHAN) at SCDSS. Complaints relating to ABC Program Standards only are referred to ABC Program Monitoring. The Director of Child Care Services has implemented a series of case staffings to review the records of providers who have major deficiencies and/or appear to have willful and consistent violations of licensing requirements or ABC standards and make recommendations for corrective action. Case staffings between Licensing and ABC Monitoring staff are held on a regular basis.

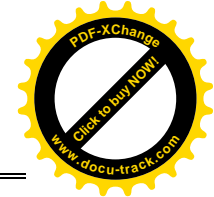
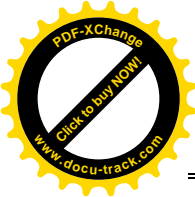
Information regarding substantiated regulatory complaints is available online on the Lead Agency's website. This information is accessible to parents and the general public. The current online information is being expanded to provide a more complete history of regulated facilities. In addition, contact information for all child care staff is listed on the website, including direct line telephone numbers.

4.3 Unlimited Access to Children in Child Care Settings

Provide a detailed description of the Lead Agency procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

Clients are informed in the Parent Handbook and on the Client's Rights and Responsibilities Fact Sheet to select a provider who will allow unlimited access to their children. Additionally, providers are required by the Center-Based Standards for the ABC Child Care Program and by the Family/Group Child Care Homes Standards for the ABC Child Care Program to allow parents unlimited access to their children. As a condition of participation and payment, self-arranged care providers must agree to allow parents immediate access to children in their care.

SC Child Care Licensing Regulations state, "The center shall permit the parent of a child in care free and full access to his or her child without prior notice, while their child is receiving care, unless there is a court order limiting parental access. This free access must not disrupt instructional activities and classroom routines." (114-503 F (1)) Child Care Licensing also developed policy that reads, "If a parent/guardian arrives at the child care center and the door is locked, someone from the center must be readily available to open the door to allow the parent/guardian to enter".



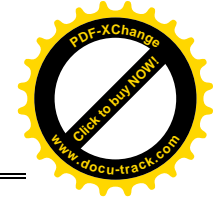
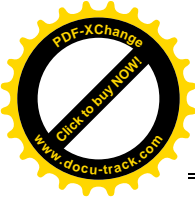
4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: SCDSS

- "appropriate child care": **Appropriate child care must be determined, by parental choice, to ensure that the developmental nurturing needs of a child(ren) are met. Child care facilities must comply with the SC Code of Laws addressing regulatory requirements and procedures. Informal arrangements are not subject to child care statutory and regulatory requirements; however, parents are required to complete a Self-Arranged Child Care Certification form ensuring that certain health and safety requirements are being met.**
- "reasonable distance": **Reasonable distance is defined by the Lead Agency as the fair and reasonable travel distance to a child care facility that will not interrupt Family Independence participation. Parents must be given parental choice to select the child care facility that best meets the needs of their child. The Support Services Specialists (SSS), in collaboration with the FI Case Manager, will determine "reasonable distance."**
- "unsuitability of informal child care": **Informal child care arrangements must meet the needs and parental choice rights of the FI participant. Informal child care arrangements must comply with policies and procedures developed by the ABC Child Care Program. Additionally, a Self-Arranged Child Care Certification Form, which addresses certain health and safety issues, must be completed by all informal providers and reviewed by the county DSS worker, and the FI participant completes the informal facility checklist which addresses the caregiver's ability to care for their child(ren).**
- "affordable child care arrangements": **Affordable child care arrangements are determined by a market rate survey conducted by the Lead Agency.**



PART 5

ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

5.1 Quality Targeted Funds and Set-Asides

Federal appropriations law has targeted portions of the CCDF for quality improvement and for services for infants and toddlers, child care resource and referral (CCR&R) and school-age child care. For each targeted fund, provide the following information.

5.1.1 Infants and Toddlers:

Note: For the infant and toddler targeted funds, the Lead Agency must **provide** the maximum age of a child who may be served with such targeted funds (not to exceed 36 months).

- a) **Describe** the activities provided with these targeted funds

See Below

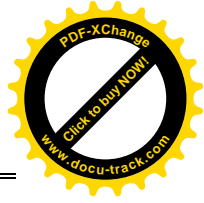
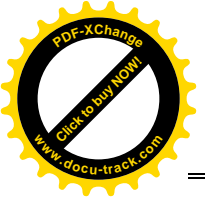
- b) **Identify** the entities providing the activities

See Below

- c) **Describe** the expected results of the activities.

The maximum age of a child served under the infant and toddler earmark in South Carolina is 36 months. The Lead Agency supports infant/toddler services utilizing staff from colleges and universities, state agencies, Head Start, First Steps, and CCR&R statewide. The Lead Agency adopted the philosophy of the Program for Infant/Toddler Care (PITC) and initially established 800 level graduate course work in early childhood education through the University of South Carolina coupled with WestEd Certification for Modules I, II, III, and IV of the PITC. Early childhood college faculty throughout the state and key state agency staff received this course credit. This level of graduate coursework has not been offered more recently.

A similar undergraduate/graduate course is offered at the 500 level through the University of South Carolina and targeted county and regional staff providing direct technical assistance to child care programs. Scholarships are available to staff of First Steps, CCR&R, Success By 6® and others to build local and regional infrastructure capability. Organizations are encouraged to work together in regions to ensure that a variety of skills and expertise are available to child care programs throughout the state. A PITC course is offered each year, alternating between the course for Modules I and II and the course for Modules III and IV. In 2007, the coursework was also offered to selected providers at Level A to continue to expand the PITC knowledge base. This coursework will count toward graduate credit for the early childhood M.Ed. cohort coursework.

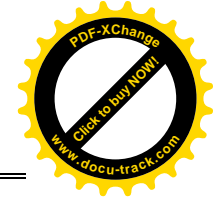
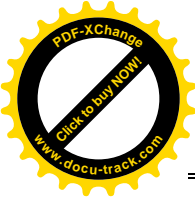


Through a partnership with the State Department of Education, a distance learning series has been provided to high school child development teachers as well as child care providers and has reached over 145 participants in the initial offering. This opportunity is targeted to caregivers and directors as well as the high school teachers and provides participants with 20 clock hours of training that can be used for DSS child care licensing credit. The Lead Agency is partnering with the CCR&R's to locate the training sites and facilitators. A minimum of 5 participants was set as the requirement for a site to participate. The course is transmitted from the USC Child Development Research Center and can utilize SCETV downlink sites or the web. This strategy of delivering services will be examined for future training offerings to expand the availability of training to all areas of the State. With participation of the high school teachers, this offering further expands the PITC philosophy to others in the early childhood field.

The University of South Carolina PITC Outreach Network sponsors an annual PITC Graduate Conference for graduates of the PITC coursework and certified in PITC. USC selects a special topic each year for the Conference to address in-depth based on input and feedback from the participants. Topics addressed most recently have included inclusion as well as technical assistance for infant/toddler programs. Invitations are sent to PITC graduates both in South Carolina as well as other states on the East Coast. Participants are surveyed for feedback and suggestions for planning purposes.

The Children's Center at USC provides guidance to those seeking new strategies for creating appropriate environments for infants/toddlers. This research and teaching center will continue to serve the early childhood community through its distance learning environment. The demonstration center and the distance learning capabilities continue to extend professional development opportunities statewide. Under the USC Foundation's sponsorship, additional fiscal analysis of the cost of quality care is being tracked, which is especially useful as the Center receives no underlying subsidy.

The Infant/Toddler Credential, created through a higher education collaborative, has been implemented in two-year colleges throughout the state. This credential serves to bridge articulation between the two-year and four-year institutions. Awards of the Infant/Toddler Credential are issued and tracked by the SC CCCCD. A three-hour graduate level course with field experiences has been provided to early childhood faculty within the technical college system. This coursework has been designed to increase faculty expertise for teaching the Inclusive Care course, which is part of the Infant/Toddler Credential. A majority of the technical colleges participated in the national pilot initiative to achieve accreditation for early childhood departments at the two year level (four colleges have received accreditation and the others are in the accreditation process). This achievement has



led to articulation between four-year and two-year institutions and expansion of the T.E.A.C.H. scholarship program to include the B.A. model.

The PITC Outreach Network initiative is taking the PITC concepts directly to caregivers in child care programs through training and technical assistance provided on-site over an extended course of study. This initiative, which initially used part-time trainers/technical assistance providers during the pilot, will be expanded to create a network of 6 full-time trainers/technical assistance providers during 2009 and is expected to reach more than 60 programs in a year as well as other technical assistance providers. During the pilot, the Infant Toddler Environment Rating Scale (ITERS) was used as a pre- and post-assessment.

A pilot technical assistance and development project has been implemented for an electronic system of data collection and assessment of infants and toddlers at USC. This system has been designed to track children's progress over time and identify developmental delays or problems through the use of the Ages and Stages Questionnaire (ASQ). The pilot has focused on conversion of the ASQ to an electronic format, including the computer programming, negotiations with the publisher and training child care staff how to use the new system. This project will be expanded to add at least an additional 10 programs per year during 2009-2011. This program can be marketed to ABC providers who receive Bonus Awards as a possible use of those funds to further expand the outreach of this initiative.

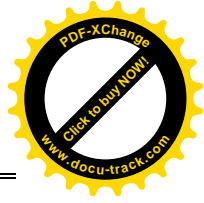
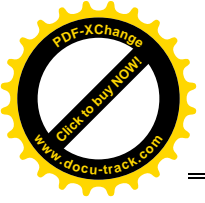
5.1.2 Resource and Referral Services:

- a) **Describe** the activities provided with these targeted funds **See Below**
- b) **Identify** the entities providing the activities **See Below**
- c) **Describe** the expected results of the activities.

The Lead Agency contracts with a statewide CCR&R Network to expand resource and referral services to parents and providers. The CCR&R Network offers other resources in the community including training and forums for child care providers, information about child care costs and payment options, and parenting information on safety and child development.

5.1.3 School-Age Child Care:

- a) **Describe** the activities provided with these targeted funds **See Below**
- b) **Identify** the entities providing the activities **See Below**
- c) **Describe** the expected results of the activities.



The Lead Agency will continue to collaborate with the SC After-school Alliance (SCAA) to expand and enhance quality after-school services. The new course on School-Age Care (SAC 101), which serves as the basis for the School-Age Credential, has been implemented by the technical colleges. This Credential has been developed in collaboration with the technical college system and is administered by the SC CCCCD. This Credential is reflected in the new ABC Level A Standards for staff qualifications. A School-Age Certificate as well as the School-Age Credential are now available to child care providers through on-site or distance learning through a partnership with Trident Technical College.

The Lead Agency has entered into a contractual agreement with the South Carolina Afterschool Alliance to modify and expand the system to include criteria for the provision of technical assistance in school-age programs. This same contract will provide more technical assistance to afterschool programs which might not otherwise be able to access such services. Staff from the Lead Agency is working with the Alliance and other school-age care partners on this initiative. The state is also in the process of developing a professional development system for after school providers.

The Lead Agency has a contractual agreement with Trident Technical College (TTC) to expand the provision of school-age care education through the technical college system. TTC has the responsibility to ensure that coursework and class materials/activities are uniform and made available to all technical colleges providing school-age care coursework.

5.1.4 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including targeted funds) during the 1-year period: October 1, 2009 through September 30, 2010:

\$ \$3,298,583 (4 %)

5.1.5 Check each activity in Table 5.1.5 that the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the targeted funds for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h)). **CHECK ALL THAT APPLY.**

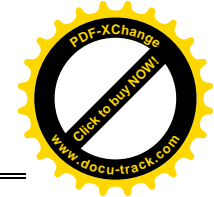
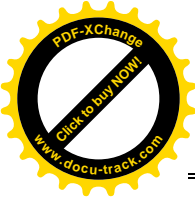
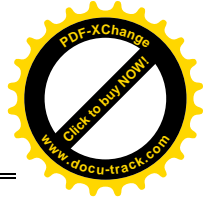
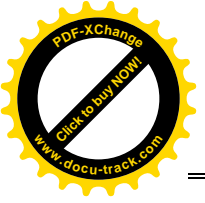


Table 5.1.5 Activities to Improve the Availability and Quality of Child Care

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if non-governmental entity
Comprehensive consumer education	<input checked="" type="checkbox"/>	CCR&R	<input type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	SCDSS	<input type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	SCDSS	<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	CCCCD	<input type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	CCCCD and SCDSS	<input type="checkbox"/>
Activities to support a Quality Rating System	<input checked="" type="checkbox"/>	SCDSS	<input type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	SDE	<input type="checkbox"/>
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	USC School of Medicine	<input type="checkbox"/>
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>	SCDHEC	<input type="checkbox"/>
Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))	<input checked="" type="checkbox"/>	SCDSS	<input type="checkbox"/>

5.1.6 For each activity checked in Table 5.1.5, a) **describe** the expected results of the activity. b) If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.

1. **Expected results for comprehensive consumer education include a better educated consumer as well as consumer knowledge of where to go to ask questions and file complaints/comments. Parents are informed about quality child care through the award-winning video, “Come, Play With Me” (now converted to dvd and available on the www.abequalitycare.org website), printed materials, and resource and referral activities. The Lead Agency maintains a toll-free number, 1-800-763-ABCD, which is publicized statewide; this toll-free number allows parents and consumers to call for information or to make complaints. As part of a new management**



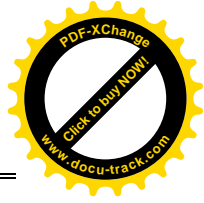
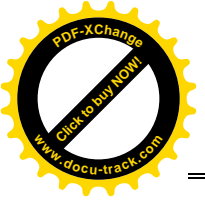
information system, the abcqualitycare.org website includes county listings of ABC providers with performance levels available, links to the Lead Agency website, and provides another forum for disseminating information and accepting complaints. Activities can be evaluated through a review of consumer usage of current consumer education activities – video, print materials, resource and referral activities, toll-free number and analysis to determine effective strategies and adjustments needed.

2. Beginning in 2007, a new ABC Bonus Program was implemented for providers at Level B and Level A with special recognition for providers with high performances at each of those levels. The one-time Bonus Award Program was designed to recognize providers for their actual performance on their annual unannounced program review. The Lead Agency has continued the Bonus Program for 2008-2009 with minor revisions.

With the electronic format used for the ABC reviews, a baseline was established with the first Bonus Award year which can now be tracked over time as the data base grows. (See abcqualitycare.org for the summary page of the award options) Expected results of grants/bonus awards to providers to assist in meeting State licensing and ABC standards are improved performance on the ABC review tools for Levels A and B and therefore better quality of care. These grants not only benefit children subsidized through the ABC Child Care Program but also improve the quality of care for all children enrolled in these programs. Tracking of grant and bonus initiatives will be built into the ABC management information system now under construction to measure grant outcomes related to program scores on the ABC Program Standards as funding allows. (See Part 5.1 for discussion).

The Lead Agency's Program Quality Monitors engage in activities to assess and measure efforts of ABC enrolled child care providers to improve the quality of care offered in their programs. Specifically, key indicators such as provider's participation in professional development opportunities, child care facility environment improvements, staff/child ratios, and group size can be reviewed to determine the level of quality enhancement over time. One of the benefits of the new electronic format for review reports is the presentation of the review classroom by classroom in addition to the overall age group score. This format allows the director to see the strengths and weaknesses of each classroom observed.

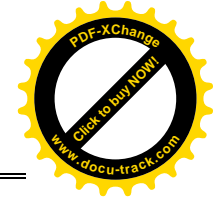
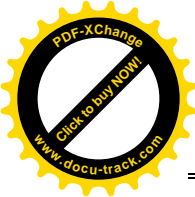
The Lead Agency, with the Office of Research and Statistics, has developed the Program Quality Monitoring database that will download the Environment Rating Scale (ERS) data, enter and maintain other ABC Monitoring assessment tool data and forms on-line, and automate the review process. The program monitors currently use the electronic version of the ERS as well as the ABC Level B review tool for centers on tablet personal computers. This efficiency has indicated the need to automate the entire ABC Program Quality Monitoring System including the ABC Family and Group Standards.



The Lead Agency has also created a web-based child care data system for the child care licensing division. This system allows child care licensing line staff to move freely about a child care facility and enter information directly into forms while working in “real time”.

The lead agency is working with the Office of Research and Statistics to build and Early Care and Education Analytical Cube specific to Child Care that will: 1) integrate the licensing, program monitoring, and child care voucher data systems 2) enable the agency to develop child data sets that will enhance our ability to link with other data systems to better track children’s performance over time; 3) collect feedback to aid in the assessment of the validity of data specific to Child Care Licensing and the ABC Quality sub-systems. This project has been made possible through a grant from OPRE.

3. The Lead Agency allocates funds for improving child care regulatory services in SC. Funding for enforcement staff increases the stat's ability to adequately protect children and helps ensure compliance with licensing requirements. The new automated Child Care Licensing system was implemented June 2007. Since then several system changes have been identified and are currently in development in order to meet the needs of Licensing Specialists. Integration with the upcoming ABC System rewrite will further streamline the Child Care data systems, resulting in fewer gaps in services and reduction of errors. The child care licensing staff will continue to receive notice of CCDF-funded coursework and training available to them to ensure consistency among those involved in training and technical assistance.
4. Expected results of professional development which includes training, education, and technical assistance are:
 - a. to assure a comprehensive system to track provision of training, education, and technical assistance to caregivers and directors as required by state regulation and ABC program standards,
 - b. to provide for credentials, incentives, and scholarships to recognize student achievement
 - c. to assure the quality of training, education, and technical assistance through statewide standards for professional development service providers and services provided,
 - d. to identify gaps in service provision and needs for additional services,
 - e. to provide leadership for the workforce to the higher education community to promote articulation between two-year and four-year institutions
 - f. to provide demonstration sites that reflect Level A child care service quality,
 - g. to support those providing education, training and technical assistance to child care providers with professional development to improve the quality of their services,
 - h. to identify a core knowledge base for the statewide early childhood community.”
 - i. to promote statewide consistency for standards and requirements relating to professional development across agencies.



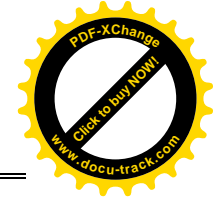
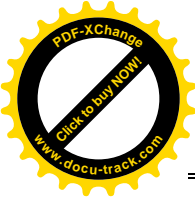
The CCCCCD tracks the provision of services to measure a, b, c, and d as outlined above to measure the process. Additionally, the technical assistance component has an outcome evaluation study underway through Clemson University.

SCDSS works with the Head Start Collaboration Office and higher learning institutions throughout the state to address articulation issues. A series of Early Childhood Summits included representatives from the state technical colleges, senior institutions offering degrees in early childhood education, state agencies (including the Lead Agency, SDE, SC Commission on Higher Education, State Board for Technical and Comprehensive Education, state professional organizations, and other workforce representatives.

The initial goals of the series of Summits have been achieved – a statewide Infant/Toddler Credential and a path for articulation between two-year and four-year institutions. The other Summit goal of statewide articulation has been more difficult to achieve. The accreditation pilot for two-year institutions through NAEYC has resulted in ten colleges receiving accreditation and three additional colleges in process to achieve accreditation within the next year. Accreditation of the two- year institutions has removed one of the major barriers to articulation. Articulation is already in place with SC State University, USC, Columbia College, Francis Marion University, and Coastal Carolina. SC State University conducts distance learning opportunities throughout the state and has developed articulation agreements with participating technical colleges. The articulation agreements coupled with the T.E.A.C.H. scholarship opportunities and the ABC Level A Standards are expected to increase the opportunities for higher educational levels for caregivers and directors. During 2009-2011, the Lead Agency will continue to partner with key agencies toward greater articulation among institutions statewide. The T.E.A.C.H. scholarship program tracks all scholarship participants to evaluate participation in the program related to results expected under e. above. Child outcome measures related to provider educational level have not been addressed to date. A child tracking system is under discussion and must be implemented to evaluate child outcome measures as funding allows.

To provide a clear example of Level A quality and as a pilot site for new child care initiatives, the Children's Center at USC serves as a statewide demonstration site of viable quality child care, drawing upon the strengths of private and public sectors. The facility was constructed and equipped with a state-of-the-art outdoor plan area and indoor learning environment on the first level. The second floor houses a research and training center to provide training, observation, and coursework through on-site and distance learning. This initiative is a cornerstone toward the expected results under f. above. This program has been used as a pilot site to track and evaluate the use of an electronic data collection system developed to assess infants and toddlers during 2007-2009.

For school-age care, Trident Technical College developed and piloted an introductory three-hour course (SAC 101) as well as a School-Age Certificate for

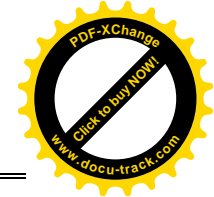
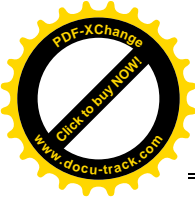


school-age staff. Trident Technical College provides the train-the trainer component for other technical colleges and is able to offer the course statewide either through those colleges or directly through distance learning. Progress reports are required for their contract with the Lead Agency to evaluate their progress. This initiative addresses expected results outlined in b. above.

The Lead Agency continues with its annual offerings of three-hour undergraduate/graduate courses offered to increase the formal education and expertise of staff already providing technical assistance to child care programs. Two courses address infant/toddler care and WestEd Certification in PITC Modules I-IV. Other courses are offered periodically to ensure consistency with the requirements established by the educational system. Additionally, early childhood faculty members have received a three-hour graduate level course, which enables them to teach an Inclusive Care course, a component of the Infant/Toddler Credential. Recently, an inter-agency group of 25 members selected from statewide applications was formed to work toward their M.Ed. in early childhood education to increase early childhood expertise statewide. The goal has been to build a statewide cadre of faculty and related agency staff with the needed expertise related to early childhood. Currently, evaluation is measured by course participation and tracking of offerings by students after completion of coursework.

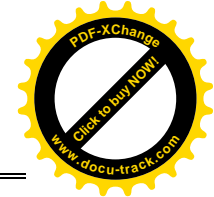
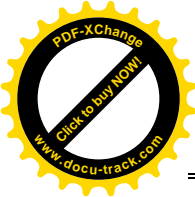
To address Core Knowledge in h. above, the state has established Core Knowledge documents through the CCCCD framework document; coursework including ECD 101, SAC 101, PITC graduate coursework, the graduate Inclusive Care Coursework; and other key initiatives such as the ELS of the Good Start Grow Smart Task Force and the development of a multi-media approach to training providers on the Good Start Grow Smart ELS. The formal Core Knowledge document will be professionally reviewed and brought to the higher education community for their review and adoption. Progress toward this goal will be tracked and documented.

Finally, SCDSS with early care and education partners implemented a statewide technical assistance system to address the need to set competency levels for people providing technical assistance in the state. There are uneven resources in various geographical areas in the state and a continued difficulty in attracting qualified professionals to some areas. A statewide assessment of resources identified a strong need to create a system to set parameters and outline a process to integrate on-site technical assistance into daily practice in early care and education settings. The System outlines a process for core knowledge/competencies, uniformity of technical assistance, coordination/integration with state child care licensing requirements and the ABC Level B and A standards. Seven regions were identified in the state. A pilot was conducted with two regions working more closely to collect more information about the provision of technical assistance and support needed to strengthen the quality of delivery. The Lead agency entered into a contractual agreement with Clemson University to provide consultation, develop a plan and conduct an assessment of the South Carolina Early Care and Education Technical Assistance



System. The plan focuses on the goals and process and outcome factors as identified in the technical assistance system document. A statewide telephone survey collected information about how the system is being implemented, maintained, and recommended modifications. During the planning stage, consultation in the development of the evaluation was provided by a NCCIC representative.

5. The T.E.A.C.H.® Early Childhood Program provides scholarships for child care teachers to complete course work in early childhood education, increasing their knowledge and compensation level. The project also targets decrease in turnover rates among providers. Participants completing the SC Early Childhood Credential receive a \$200 salary bonus. The Lead Agency provides funding for T.E.A.C.H.®. The CCCCD tracks all participants in the T.E.A.C.H. scholarship program and provides regular progress reports to the Lead Agency.
6. South Carolina does not have a statewide quality rating system but does have a quality incentive program. Under the ABC Child Care Program, child care standards have been developed for two levels that are above the State's regulatory requirements. Participation is voluntary, and the ABC Child Care Program provides higher rates to these providers. Program Monitoring staff perform regular unannounced monitoring visits and provide technical assistance. Child care facilities are encouraged to volunteer to meet higher standards. First Steps has increased the visibility of the ABC Child Care Program, as the agency is legislatively mandated to ensure that child care centers receiving state funding be licensed and pursuing standards that are equivalent to ABC Level B. The ABC Bonus Program has highlighted the range of performance levels for child care providers through positive recognition for performance (bonus awards) at the various levels and special recognition and higher bonus awards for high performing providers at each level. Approximately 1900 providers (exclusive of self-arranged and in-home care providers) participate at one of the ABC levels.
7. SCDSS and SDE provided leadership in the development of the State's early learning guidelines which align with the State's K-12 education standards. The Lead Agency also partnered with SDE and key higher education institutions on grant and funding opportunities to further support early language, literacy, pre-reading, and math concepts for children. The CCCCD has tracked the training sessions and the dispersal of the ELS training materials when completed. ABC Level A Standards mandate training on the ELS for the annual training requirements. Compliance to the standards will be documented when individual reviews are completed. The ELS are voluntary for all other child care programs.
8. The Lead Agency contracts with USC to provide consultation and guidance to child care facilities regarding special needs children. Currently the Lead Agency has a long-term contractual agreement with the University of South Carolina's School of Medicine – Center for Disability Resources for the provision of training and on-site technical assistance to child care providers currently serving or interested in serving children with different needs. Center staff has provided direction to establish model

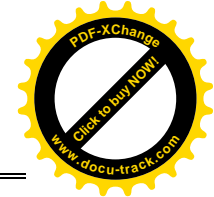
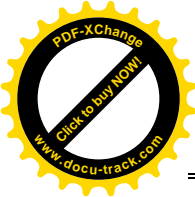


program sites and developed awareness informational packets that are disseminated to child care programs. Center Staff have also developed Infant-toddler Specialty modules designed to provide instruction and guidance for the unique needs of infants/toddlers with special needs. Center staff has developed a Monograph Series that includes an in-depth review of developmental deficiencies and guidance for working with young children. The ABC Special Needs Program helps parents locate quality special needs care and has recently expanded the services it provides.

9. SC has received a Healthy Child Care America grant, through SCDHEC. The Lead Agency is one of the partners implementing the ECCS comprehensive plan. SCDSS works with health care leaders to incorporate health and safety information into training initiatives and child care regulatory requirements (e.g. Back to Sleep, medicine policies, information about confining equipment). This ensures that parents and child care providers receive relevant and accurate health and safety information.
10. The ABC Standards are the foundation for improving awareness of and compliance with higher quality child care in SC. Only legally operating child care programs may participate. To promote licensing standards, all programs are encouraged to become licensed even if legally exempt. The Level A Standards represent the highest quality of care recognized by the State. The lower level ABC Level B Standards were created internally to move child care providers in the direction of higher quality and to create an awareness of quality issues statewide. Approximately 1,100 providers currently participate at Level B or higher.

Level B standards have been adapted to an electronic system of monitoring using tablet pc's. Full implementation of the electronic system of monitoring will include the monitoring process which will allow tracking of reviews through the system and aggregation of data for better evaluation of the process and the review results. The Lead Agency will review the current Level B standards to determine if revisions are needed to recalibrate the standards based on the new Level A. The agency is also striving to make these issues more easily understood by the public, including families in need of child care. The ABC website provides a new strategy toward provider awareness. The Lead Agency will also continue to explore additional ways (including electronic methods) to embed inter-rater reliability into the review process at all levels.

The ABC Child Care Program benefits providers, parents, and children. Both Level A and Level B standards provide a measurable definition of quality that can be used by providers for in-house improvement. For parents and children, the external monitoring visits provide regular, unannounced reviews of their child care provider and a guide for quality care. The Lead Agency may provide technical assistance to programs having difficulty meeting the required minimum compliance and may refer programs to local certified technical assistance providers in the state's Technical Assistance System. Limited one-time grant funding is available to assist providers in correcting deficiencies cited at initial enrollment and to enhance the



program's resources. The Bonus Award Program provides added incentives for program improvement.

The Lead Agency is partnering with other entities (including SC Department of Health and Environmental Control (DHEC), Head Start Collaboration Office, USDA Food Program) on a pilot Obesity Prevention initiative funded by the Council on State Governments to conduct self-assessments for child care centers of nutrition practices and physical activity. Based on the self-assessment, each program in the pilot then develops a course of action to improve nutrition and/or physical activity at their program. Programs completing the self-assessment receive a small bonus award and can receive another small bonus award for successfully completing their course of action. Centers participating in the pilot are in the ABC Program. The goal of the initiative is to examine the feasibility of incorporating self-assessments for appropriate health and nutrition practices into the ABC Child Care Program on a state level.

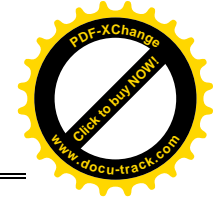
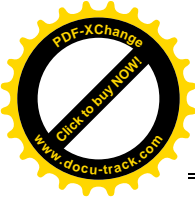
The Lead Agency funds child care licensing staff with CCDF funds for additional unannounced visits for compliance to basic health and safety regulations. SCDSS may implement other incentives during this plan period to encourage or reward providers for quality improvement activities.

The SC Quality Early Care and Education Task Force made recommendations for a long-range plan to achieve quality care through improvements in ratios, professional development, governance, regulation, accreditation, management information systems, resource and referral, family child care networks, and financing. The Lead Agency continues to implement those recommendations as funding allows.

5.2 Early Learning Guidelines and Professional Development Plans

5.2.1 Status of Voluntary Early Learning Guidelines. Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three-to-five year-olds. **NOTE: Check only one box that best describes the status of your State/Territory's three-to-five-year-old guidelines.**

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____. If possible, respond to questions 5.2.2 through 5.2.4.
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____. If possible, respond to questions 5.2.2 through 5.2.4.
- ☐ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1, if available**.

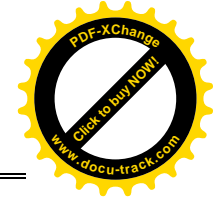
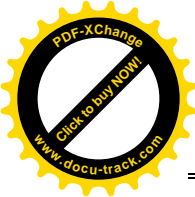


- ☒ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Other. Describe:**

a) **Describe** the progress made by the State/Territory in developing, implementing, or revising early learning guidelines for early learning since the date of submission of the 2008-2009 State Plan. Efforts to develop early learning guidelines for children birth to three or older than five may be described here.

The South Carolina Early Learning Standards have been developed from current research in the critical areas of early learning and development. They apply to all settings in which children receive care and education. The Good Start, Grow Smart Collaborative writing teams, comprised of representatives from the SC Department of Education Office of Early Childhood Education, SC Department of Social Services (ABC Child Care Program), South Carolina Head Start Collaboration Office, Center for Child Care Career Development, First Steps to School Readiness, Catawba Indian Nation, SC Voices for Children, SC ETV, and teachers from both public and private child care centers as well as faith-based organizations wrote these standards. The group reviewed early childhood research, early learning standards from 19 states, South Carolina Academic Standards, and Head Start Performance Standards. The work was guided by state and national research in the field and supported by content experts from Clemson University, Furman University and the University of South Carolina. These Early Learning Standards are intended to align with South Carolina K-12 Academic Standards and the Head Start Child Outcomes. The standards, indicators and snapshots will guide teachers as they provide early learning opportunities that support children's success in school. Publishing the standards is an important step in our state's effort to ensure that all children in the state have early childhood experiences that prepare them for the future and using these standards will contribute to the quality of care and education children receive.

The Good Start, Grow Smart Committee sponsored two train-the-trainer seminars and trained 98 trainers statewide to be able to provide specific training related to the Early Learning Standards. To date over 3300 early childhood professionals have attended ELS training in SC. The standards have been presented at all of the major early childhood conferences in our state. Additionally, the SDE convened a two-day series and two five day extensive ELS training institutes. SCDSS sponsored a special event on the social & emotional area. The State Department of Education staff has been an integral part in providing the training. The 9 part video ELS series for trainers is complete and in use by trainers to provide uniformity and enrichment. Partnering agencies have shared the publication costs for the ELS. A copy of the



ELS is available to caregivers/directors who attend ELS training. The ELS have been posted on multiple agencies' websites.

b) If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☒ Yes. If yes, **identify standards:**

South Carolina K-12 Academic Standards, the Head Start Child Outcomes and Level A ABC Program Standards. Language standards were included when the standards were originally written. Since that time SDE revised the language standards and the ELS standards have been revised to align to the K-12 standards. The ELS standards are on the same cycle of review.

c) If developed, are the guidelines aligned with early childhood curricula?

☒ No.

d) Have guidelines been developed for children in the following age groups:

- ☐ Birth to three. Guidelines are included as **Attachment 5.2.1**
☒ Three to five. Guidelines are included as **Attachment 5.2.1**
☐ Five years or older. Guidelines are included as **Attachment 5.2.1**

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

http://childcare.sc.gov/main/docs/gsgs_finalbook_022608.pdf
<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgs-book-elarevised091108.pdf>

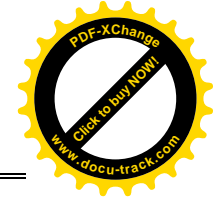
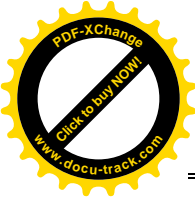
5.2.2 Domains of Voluntary Early Learning Guidelines. Do the guidelines for three-to-five-year-olds address language, literacy, pre-reading, and early math concepts?

☒ Yes.

a) Do the guidelines for children three-to-five-year-olds address other domains such as social/emotional, cognitive, physical, health, or creative arts?

☒ Yes. If yes, **describe.**

The South Carolina Early Learning Standards are based on what we know about children, including what they should know and be able to do along with a continuum of development. The Standards are grouped around five areas of children's development including:



Approaches to Learning
Social and Emotional Development
Mathematics
Language and Literacy
Physical Development and Health

5.2.3 Implementation of Voluntary Early Learning Guidelines.

a) **Indicate** which strategies the State used, or expects to use, in implementing its early learning guidelines.

Check all that apply:

- ☒ Disseminating materials to practitioners and families
- ☒ Developing training curricula
- ☒ Partnering with other training entities to deliver training
- ☒ Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- ☒ Other. **Describe:** **Aligned to the State Department of Education Academic Standards**

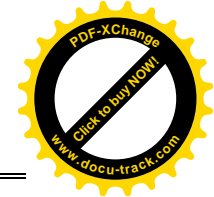
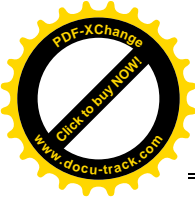
b) **Indicate** which stakeholders are, or are expected to, actively support(ing) the implementation of early learning guidelines:

Check all that apply:

- ☒ Publicly funded (or subsidized) child care
- ☒ Head Start
- ☒ Education/Public pre-k
- ☒ Early Intervention
- ☒ Child Care Resource and Referral
- ☒ Higher Education
- ☒ Parent Associations
- ☐ Other. **Describe:**

c) **Indicate** the programs that mandate or require the use of early learning guidelines

- ☐ Publicly funded (or subsidized) child care
- ☒ Head Start
- ☒ Education/Public pre-k
- ☐ Early Intervention
- ☐ Child Care Resource and Referral
- ☐ Higher Education
- ☐ Parent Associations
- ☐ Other. **Describe:**



d) **Describe** how cultural, linguistic and individual variations are (or will be) acknowledged in implementation.

SC's video training series incorporates and acknowledges varying learning styles and includes a module with children with differing needs and abilities.

e) Describe how the diversity of child care settings is (or will be) acknowledged in implementation.

Presentations have been made at diverse professional conferences across the state. (SDE, SCAEYC, SCECA, SECA and Head Start) ABC Child Care has hosted a special training event open to ABC child care providers. 98 certified trainers through SCCCCD were trained on the ELS

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):
http://childcare.sc.gov/main/docs/gsgs_finalbook_022608.pdf
<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgs-book-elarevised091108.pdf>

5.2.4 Assessment of Voluntary Early Learning Guidelines. As applicable, **describe** the State's plan for:

a) Validating the content of the early learning guidelines

Reviewed by state and national early childhood experts and the assessment system that is being used is Work Sampling. It is consistent with the early learning guidelines.

b) Assessing the effectiveness and/or implementation of the guidelines

SC has trained 3300 individuals on the early learning guidelines. SC CCCCCD tracks all training for SCDSS child care licensing, including conferences.

c) Assessing the progress of children using measures aligned with the guidelines

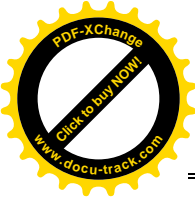
This was left to the discretion of the individual entities using the guidelines.

d) Aligning the guidelines with accountability initiatives

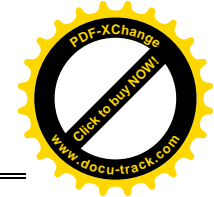
Each partner agency was tasked with accountability for its program.

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, **provide** the appropriate Web site address (reports must still be attached to Plan): <http://abcqualitycare.org/pages/abcbonus>

5.2.5 Plans for Professional Development. **Indicate** which of the following best describes the current status of the Lead Agency's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box that best describes the status of your State's professional development plan.**



PLAN FOR CCDF SERVICES IN: SOUTH CAROLINA
FOR THE PERIOD 10/1/09 – 9/30/11



- ☐ **Planning.** Are steps underway to develop a plan?
- ☐ **Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5**, if applicable.
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5**, if applicable.
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5**.
- ☒ **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 08-09 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5**.
- ☐ **Other. Describe:**

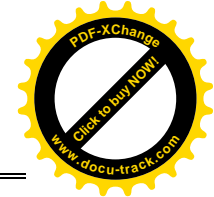
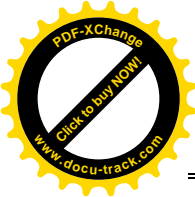
a) **Describe** the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2008-2009 State Plan.

The original plan for professional development was developed in the 1990's with the creation of the Center for Child Care Career Development. The plan initiatives are updated regularly with revisions based on developments within the state.

b) If developed, does the plan include (**Check EITHER yes or no for each item**):

	Yes	No
Specific goals or desired outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Credentials – Please state for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

c) For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.



Specific Goals or Desired Outcomes - Goals relating to Early Learning Guidelines, articulation, and State Credentials are being reviewed to accommodate recent changes. p. 15-18

A link to Early Learning Guidelines - Two train the trainer sessions were held and 98 individuals were trained in the ELS content. Each trainer was given a set of the standards and a video training series to go along with the training. Currently, 3300 individuals have attended this training across the state. p. 17

Continuum of training and education to form a career path - See the attached career lattice developed for early childhood providers throughout the state, which includes all of the primary sectors: child care, Head Start, and public education. The career lattice is scheduled to be revised in 2010. p. 3-4, 6-7, 9-13

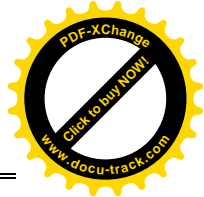
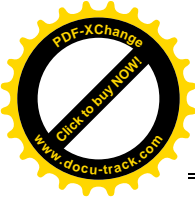
Articulation from one type of training to the next - In partnership with Head Start Collaboration Office, the ABC Child Care Program approached the SC Association of Early Childhood Teacher Educators (SCAECTE) to host a series of Early Childhood Education Summits for higher education institutions offering early childhood education course work in SC to discuss the needs of the early childhood workforce and address articulation issues. p. 4, 15, 17

The Summit led to a series of state-level meetings and work groups with representatives from technical colleges, senior institutions offering degrees in early childhood education, state agencies, state professional organizations, and other workforce representatives. In 2004, NAEYC recruited SC to participate in a pilot to create a national system for accrediting associate degree early childhood education programs. SC technical colleges are among the first in the nation to receive this accreditation and have had the opportunity to be part of the design of the national system. As of early 2009, out of 16 technical colleges, 10 colleges are accredited and 3 colleges are currently in the accreditation process. Currently there are articulation agreements between the accredited state technical colleges and the University of South Carolina, South Carolina State University, Columbia College, Francis Marion University, and Coastal Carolina University.

Quality assurance through approval of trainers - The CCCCC administers a voluntary certification process for trainers with defined criteria. The state also registers all training for the state mandated child care licensing system. The new ABC Level A standards require use of certified trainers for a portion of the required training hours. The CCCCC has updated the student training transcripts to reflect both certified training and registered training to help meet the needs of the ABC standards. p. 3, 4, 5, 6

Quality assurance through approval of training content - In conjunction with the Voluntary trainer approval process, the CCCCC also certifies training content and related instructional strategies for trainers who are certified. p. 6

A system to track practitioners' training - The CCCCC administers the SC Child Care Training System. One of the components is a personnel registry for all training attended by directors and child care teachers. The personnel registry has recently become a web-based system to improve efficiency and to be more user-friendly. Individuals can view their training transcripts via the web. Program specialists in



ABC and Child Care Licensing can also view individual student training transcripts for review and compliance purposes. The CCCCD has recently upgraded their system for tracking conference attendance to a bar code system. p. 5, 8

Assessment or evaluation of training effectiveness - An assessment is provided at the end of every training session for comments on the effectiveness of the trainers and the instructional material. These comments are used by the training sponsor to guide future service delivery. The CCCCD is currently researching this area to assure training/content quality control. Page 15

State Credentials – Please state for which roles (e.g. infant and toddler credential, directors’ credential, etc.) - The SC Early Childhood Credential is awarded after successful completion of an introductory course in the technical college system titled ECD 101. This course is offered through the early childhood departments at all 16 state technical colleges.

- The ABC 30-hour Child Care Credential is targeted to family and group home child care providers.
- A specialized Infant/Toddler Credential based on college course work is offered through the state technical college system.
- A specialized School-Age Credential has been implemented for successful completion of SAC 101.
- A Director Credential will roll out in the fall of 2009.

Pages 4-5

Specialized strategies to reach family, friend and neighbor caregivers - The ABC 30 Hour Child Care Credential is targeted to family and group home child care providers. This course has been marketed and offered throughout the state and will continue to be made available. The CCCCD is currently researching other curricula for this group also. Page 14

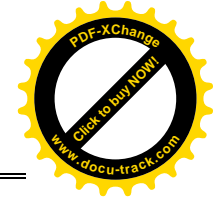
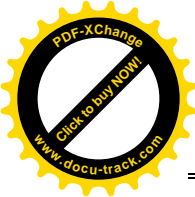
e) Are the professional development opportunities described in the plan available:

Note: Check either yes or no for each item):

	Yes	No
Statewide	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (describe):	<input checked="" type="checkbox"/>	<input type="checkbox"/>

f) Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

Early language, literacy, pre-reading, and numeracy development are addressed through formal course work in technical colleges. Training in these areas may also



be provided through the trainer registry system or the certified training approval system. The Lead Agency continues to review the linkages between the implementation plan and the State's current early learning guidelines.

g) Are program or provider-level incentives offered to encourage provider training and education?

☒ Yes. **Describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

A bonus of \$100 is available to family child care providers who complete the 30-hour ABC Child Care Credential. A bonus of \$200 is available to providers who complete the SC Early Childhood Credential. The SC T.E.A.C.H.® scholarship program for center-based teachers and directors provides 90% of the cost of tuition and books through a partnership between the State and the employer. The participant also receives \$75 for travel each semester.

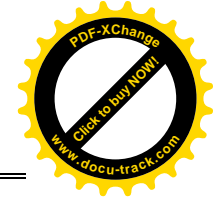
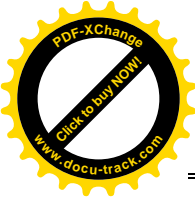
Beyond the SC Early Childhood Credential level, scholarship recipients may receive 3-6 hours of paid release time per week and a 2% raise or \$300 bonus at the end of a contract year if they successfully complete 9-15 semester hours of course work. Family and group child care providers are eligible for 80% of the cost of tuition and books and \$50 travel per semester for pursuing the SC Early Childhood Credential. Family and group scholarship recipients are reimbursed for 75% of the release time given and receive a \$300 bonus after completing 9-15 semester hours of course work toward the Associate's degree.

All current statewide incentives, except the 30-hour ABC Child Care Credential, are tied to formal course work in college. The PITC Outreach initiative provides incentives for caregivers and directors either by individual stipends or program grants. Initially, this training and technical assistance will not be tied to formal education. There are no specific links between incentives and training relating to early language, literacy, pre-reading, or numeracy.

h) As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

☒ Yes. **Describe** how the professional development plan's effectiveness/goal is assessed.

Expected outcomes for the T.E.A.C.H.® scholarship program are to reduce turnover and increase educational level of the child care workforce. The purpose of the registry system is to have the capability to track and aggregate training information collected about participants. Prior to implementation of the computerized registry system, the Lead Agency had no data available to assess the ongoing education and training needs. The system also allows for tracking characteristics of the population to be served and projecting numbers for training.



Currently the State assesses the effectiveness of the implementation plan by measuring the:

- d) Number of students receiving the SC Early Childhood Credential;
- e) Number of students receiving the ABC 30-Hour Child Care Credential;
- f) Registration for Train-the-Trainer Seminars;
- g) Total number of certified trainers;
- h) Total number of registered trainers;
- i) Number of participants attending training by certified trainers;
- j) Number of participants attending training by registered trainers;
- k) Number of clock hours offered by certified trainers;
- l) Number of clock hours offered by registered trainers;
- m) Number of students receiving T.E.A.C.H.® Credential Scholarships;
- n) Number of students receiving T.E.A.C.H.® Associate Degree Scholarships; and
- o) Number of students completing the Credential and moving to Associate Degree Scholarships.

These measures are reported to the Lead Agency on a quarterly basis. Current assessment objectives relate to the areas of growth and tracking progress statewide, by college or geographic area. As the systems continue to mature, data will be used to determine unmet needs for continuing education geographically as well as statewide and will link to licensing and ABC databases. The information will aid in developing strategies to meet areas of need and to adjust the professional development plan accordingly.

i) Does the State assess the effectiveness of specific professional development initiatives or components?

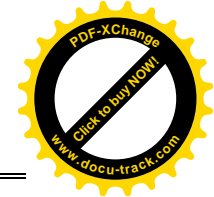
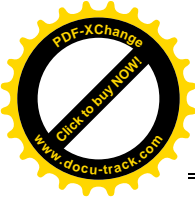
- ☒ Yes. **Describe** how specific professional development initiatives or components' effectiveness is assessed.

The Lead Agency has contracted with Clemson University to develop and implement an evaluation of the SC Technical Assistance System, both process and outcomes reflecting the goals of the System. Consultation in development of the evaluation was provided by a representative of NCCIC.

j) As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

- ☒ Yes. **Describe** how assessment informs the professional development plan.

Assessment will be used to more accurately determine provider professional development needs and relate those needs to specific geographical areas as well as assess the effectiveness of technical assistance to programs.



PART 6

HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. **Note: This database typically contains information on licensing requirements for meeting State or local law to operate (§98.40). This database does not contain registration or certification requirements specific only to participation in the CCDF program.**

In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements.

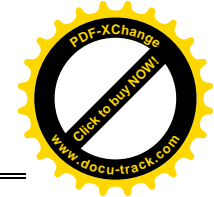
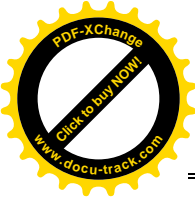
The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

CCDF regulations (§98.2) define the following categories of care:

- **Center-based child care provider:** Provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.
- **Group home child care provider:** Two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.
- **Family child care provider:** One individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.
- **In-home child care provider:** Individual who provides child care services in the child's own home.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §98.41, §98.16(j))

- 6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law per the NRCHSCC's compilation? **Note:** Some States use the term



certification or registration to refer to their licensing regulatory process. Do not check “Yes” if center-based providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

☒ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan? (§98.41(a)(2)&(3))

☒ Yes, and the changes are as follows:

The Child Care Licensing department of the Department of Social Services has been delayed in implementing the last phase of the changes to the staff-child ratios scheduled for June 24, 2009 due to “SECTION 1. Notwithstanding any other provision of law, the Department of Social Services shall keep the staff-child ratio levels in Regulation 114-504(B), 114-504(C), 114-524(B) and 114-524(C) in place on June 23, 2009, effective through June 30, 2010.

6.2 Health and Safety Requirements for Group Home Child Care Providers (658E(c)(2)(F), §§98.41, 98.16(j))

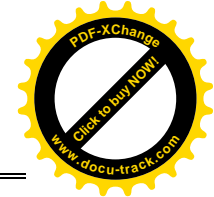
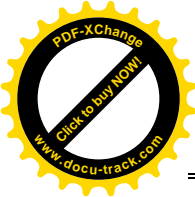
6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? **Note:** Some States use the term certification or registration to refer to their licensing regulatory process. Do not check “Yes” if group home child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

☒ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☒ Yes, and the changes are as follows:

The Child Care Licensing department of the Department of Social Services has been delayed in implementing the last phase of the changes to the staff-child ratios scheduled for June 24, 2009 due to “SECTION 1. Notwithstanding any other provision of law, the Department of Social Services shall keep the staff-child ratio levels in Regulation 114-504(B), 114-



504(C), 114-524(B) and 114-524(C) in place on June 23, 2009, effective through June 30, 2010.

6.3 Health and Safety Requirements for Family Child Care Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? **Note:** Some States use the term certification or registration to refer to their licensing regulatory process. Do not check “Yes” if family child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

☒ **No. Describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

Family child care is defined as a facility within a residence occupied by the operator in which child care is regularly provided for no more than 6 children, including those living in the home. These providers are exempt from regulatory requirements if they care for no more than 2 unrelated children. In addition to SC’s current regulatory requirements reflected in NRCHSCC’s compilation, the Lead Agency is exploring expanded health and safety standards for services provided under CCDF by family child care providers who are not voluntarily meeting standards above SC’s regulatory requirements.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

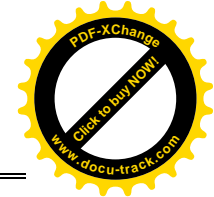
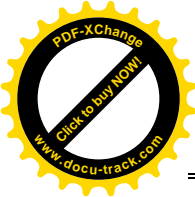
☒ **No.**

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

a) The prevention and control of infectious disease (including age-appropriate immunizations)

They shall have documentation of children’s Immunization for 5 years and under. Must also have CPR and Pediatric first aid, a physician’s statement, TB and hand-washing.

b) Building and physical premises safety



There are 12 items under the Environment Standard that addresses building and physical premises safety:

- Facilities – clean and free of clutter/excessive dirt
- Free of hazards
- Sufficient exits
- Running water, hand-washing sinks, toilets
- Smoke detectors
- Fire extinguishers
- Safe vented heating
- Working telephones
- Refrigerator
- Smoking in designated areas only for adults and free of children
- Alcohol and drugs prohibited
- No pests

c) Health and safety training

Currently, there is no standard for health and safety training.

d) Other requirements for family child care services provided under the CCDF

6.4 Health and Safety Requirements for In-Home Child Care Providers (658E(c)(2)(F), §§98.41, 98.16(j))

Note: Before responding to Question 6.4.1, **check** the NRCHSCC's compilation of licensing requirements to verify if **in-home child care** as defined by CCDF and your State is covered. If not, **check** no for 6.4.1. Do not check “Yes” if in-home child care providers simply must *register* or *be certified* to participate in the CCDF program separate from the State regulatory requirements.

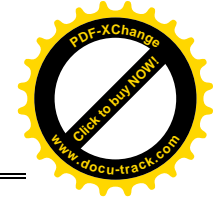
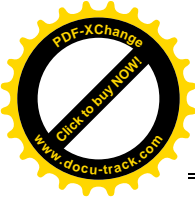
6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation?

☒ No. **Describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

All in home child care providers are exempt from licensing under state law. When an in-home child care provider cares for a second unrelated child they are considered a family child care provider and must meet regulatory requirements for that provider type.

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☒ No.



6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- a) The prevention and control of infectious disease (including age-appropriate immunizations)- **See Attachment 6.4.3**
- b) Building and physical premises safety- **See Attachment 6.4.3**
- c) Health and safety training- **See Attachment 6.4.3**
- d) Other requirements for child care services provided under the CCDF- **See Attachment 6.4.3**

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))

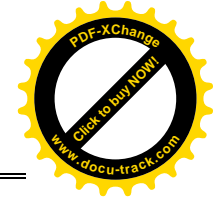
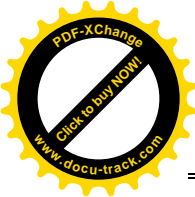
Indicate the Lead Agency's policy regarding these relative providers:

- ☒* **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
***However if they keep less than 2 unrelated children they are considered exempt.**
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following a) describes those requirements and b) identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements

6.6.1 Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d))
Describe how health and safety requirements are effectively enforced, including at a minimum:

- a) Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?



☒ Yes, and **indicate** the provider categories subject to routine unannounced visits and the frequency of those visits:

Unannounced visits for compliance with health and safety issues are conducted with licensed/approved providers by the Lead Agency. Child care providers voluntarily agreeing to meet standards above state regulatory requirements in order to receive CCDF voucher funds are subject to quality monitoring visits by ABC Child Care Program Monitoring staff. These visits are programmatic in nature and include a minimal check of health and safety requirements. It is the goal of the Lead Agency to conduct unannounced visits to these providers annually. Providers with identified problems are visited more often and are given strategic technical assistance.

The Lead Agency visits Level A providers every two years for a full review, and annually for an interim review, of their records. This may also apply to providers who are reviewed by other entities (as approved by the Lead Agency)

b) Are child care providers subject to background checks?

☒ Yes, and **indicate** the types of providers subject to background checks and when such checks are conducted:

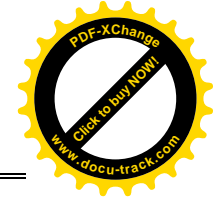
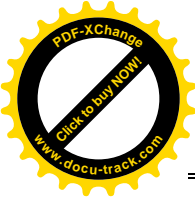
All licensed child care centers, licensed or registered family homes, licensed group homes, and licensed church providers are subject to background checks provided by the State Law Enforcement Division (SLED) and the Federal Bureau of Investigation (FBI).

SC Child Care Regulations include provisions that that the operator, director and staff shall not have been determined to have committed an act of child abuse or neglect. The Lead Agency maintains a Central Registry of Child Abuse and Neglect within the division of Human Services. Perpetrators of child abuse and neglect are entered in the Registry by order of the court. In order for a child care facility to be issued a license or a renewal, all staff at the facility must be checked against the Registry to satisfy this requirement. In addition, there is a check against the sexual abuse offender registry on all operators, directors, and staff.

The lead agency is looking into requiring background checks for in-home child care providers, self arranged care providers, and afterschool providers all of which are exempt from licening requirements.

c) Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☒ Yes, and **describe** the State's reporting requirements and how such injuries are tracked (if applicable):



The Child Care Licensing regulations state that providers are to provide written notification of serious injuries to the SCDSS child care regulatory division. These reports become part of the child care provider's record. Reports must be made to SCDSS within 48 hours of the injury. A serious injury is defined as any injury occurring while in the care of the provider that requires professional medical treatment [114.503 D(1)(a)]. If child abuse or neglect is suspected, a report is made to the Out of Home Abuse and Neglect (OHAN) unit, located in the division of Human Services (state office) at the Lead Agency.

- d) Describe any other methods used to ensure that health and safety requirements are effectively enforced:

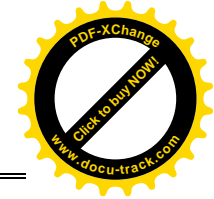
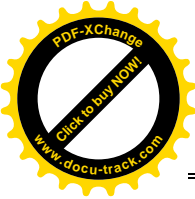
As noted above, other organizations providing on-site child care technical assistance routinely make reports to the Lead Agency regarding health and safety issues.

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☒ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.



APPENDIX 1

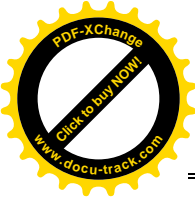
CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

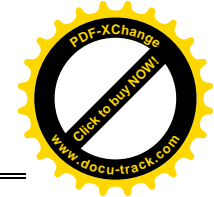
- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

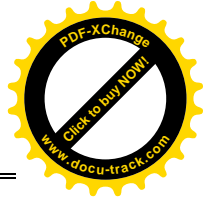
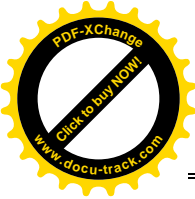
- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))



PLAN FOR CCDF SERVICES IN: SOUTH CAROLINA
FOR THE PERIOD 10/1/09 – 9/30/11



- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))



APPENDIX 2

ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and/or priority for CCDF-funded child care services, Lead Agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *in loco parentis* – **In the position or place of a parent. Guardianship does not have to be formalized through a court. This is determined on a case-by-case basis.**
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - **SCDDSN and SCDHEC, Babynet and Children's Rehabilitation Services caseworkers determine the assessment of the need for child care under the ABC Special Needs Voucher set-aside.**
- *protective services* – **Children under the age of 13 whose physical health, mental health, or welfare is harmed or threatened with substantial risk of harm by acts or omissions of parent(s), guardian(s), or others responsible for the child's well-being. Child must have an open protective services case.**
- *residing with* - **To live in the same household with a parent(s), legal guardian, or other person standing in loco parentis for an extended pr permanent period of time during the time period for which child care services are requested.**
- *special needs child* – **Children and teenagers under 19 will be eligible for ABC Special Needs Voucher Services if they meet at least one of the following criteria and are currently receiving services from one of our five referral organizations or their local school district:**

DEVELOPMENTALLY DELAYED:

Children will be eligible if they are diagnosed by a qualified professional as having a developmental delay in one or more of the following areas:

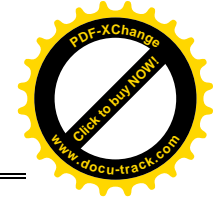
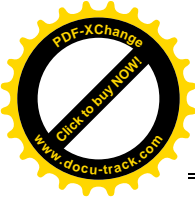
1. Cognitive
2. Physical, including vision and hearing
3. Communication
4. Social or emotional
5. Adaptive development

Developmental delay for children is defined in the following ways:

- A. The delay must be (2) standard deviations below the mean on an appropriate standardized test in one or more areas of development, or the developmental level must be 30% below the chronological age in at least one area of development on an appropriate assessment instrument that yields scores in months.
- B. The delay must be 1.5 standard deviations below the mean on an appropriate standardized test in two or more areas of development, or the developmental level must be 22% below the chronological age in at least two areas of development on an appropriate assessment instrument that yields a score in months.

INFORMED CLINICAL OPINION OPTION:

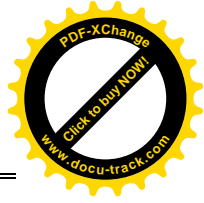
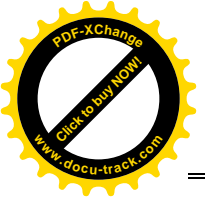
Additional procedures may be used by qualified professionals under Babynet or DDSN standards to document the eligibility of children whose disabilities, developmental delays, or atypical development cannot be determined solely by standardized measures or for whom the standardized procedures are not appropriate for a given age or development area.



DIAGNOSED PHYSICAL OR MENTAL CONDITIONS WITH PROBABILITY OF DEVELOPMENTAL DELAY:

Children who are diagnosed by a qualified professional, in keeping with Babynet or DDSN standards for personnel and assessment, as having one or more of the following physical or mental conditions with high probability of developmental delay will be eligible for early intervention services. The Diagnosed Condition category refers to conditions with known etiologies and developmental consequences, although delays in development may not be noted at the time of diagnosis, including, but not limited to:

- Down Syndrome and other chromosomal abnormalities known to be associated with mental retardation or functional delay.
 - Significant sensory impairments.
 - Inborn errors of metabolism that have a high probability of resulting in developmental delay.
 - Microcephaly.
 - Severe attachment disorders and other serious behavior disorders with a high probability of leading to developmental delay.
 - Persistent failure to thrive.
 - Spina Bifida.
 - Cerebral Palsy.
 - Significant seizure disorders that have a high probability of resulting in developmental delay.
 - Head trauma with residual neurological deficit.
 - Fetal Alcohol Syndrome.
-
- *very low income* – **Income that falls below the 150th percentile of poverty level**
 - **List and define** any additional terminology related to conditions of eligibility and/or priority established by the Lead Agency:
 - Family Independence (FI):*** The purpose of child care through FI is to provide the necessary child care for families receiving a FI stipend to participate in approved employment, education, or training.
 - Transitional Child Care 1 (TCC1):*** Individuals who have received a FI stipend and whose FI stipend is terminated due to an increase in earned income. Parent(s) must be working full time or part time; however, parent(s) attending school are eligible as long as they are employed at least part time.
 - Transitional Child Care 2 (TCC2):*** Parent(s) who are eligible for the second 12 months of transitional child care. Parent(s) must be working full time or part time; however, parent(s) attending school are eligible as long as they are employed at least part time.
 - Transitional Child Care 24 (TCC24):*** Individuals who become employed within two years of losing their FI stipend due to time limits may be eligible to receive child care assistance for up to two years from the date of application or the date of the first employment hire date, whichever comes first.
 - Family Independence – Child Only (FI/CO):*** Children who reside with a caretaker/relative and only the child is receiving an FI stipend. The caretaker/relative must be employed full time, or at a minimum, part time. Employment (minimum of part time) may be in conjunction with school or training.
 - Young children:*** Children from birth through age 5.
 - Non-Welfare Low-Income Families:*** If funding is available, individuals who are not eligible under the Welfare Reform program may be determined eligible to assist them in continuing to work or attend school or training.

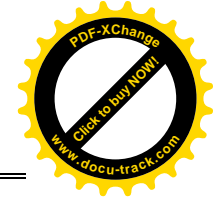
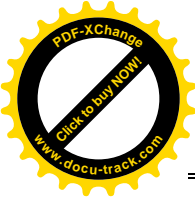


APPENDIX 3: ADDITIONAL CERTIFICATIONS

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

- 1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:**
<http://www.hhs.gov/ocr/ps690.pdf>
- 2. Certification regarding debarment:**
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>
- 3. Definitions for use with certification of debarment:**
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>
- 4. HHS certification regarding drug-free workplace requirements:**
<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>
- 5. Certification of Compliance with the Pro-Children Act of 1994:**
<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>
- 6. Certification regarding lobbying:**
<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.



REQUIRED ATTACHMENTS

List all attachments included with this Plan.

- 2.1.2 Emergency Preparedness Plan/Draft
- 2.2.0 Summary of Public Comment
- 3.1.1 ABC Policy Manual
Will be sent once approved.
- 3.2.1 Payment Rates
- 3.2.3 Market Rate Survey Instrument and Summary
- 3.3.2 Income Eligibility
- 3.5.1 Sliding Fee Scale
- 4.1.1 Parent Application
- 5.2.1 Good Start Grow Smart Early Learning Guidelines
- 5.2.3 Materials to Support Implementation of Early Learning Guidelines
**Materials include videos and binders that will be submitted with hard copy of plan.
See separate binder titled “SC Early Learning Standards”**
- 5.2.4 Assessment of Voluntary Early Learning Guidelines
- 5.2.5 Professional Development Plan/Draft
- 6.4.3 ABC Voucher System: Self Arranged Care Parent Certification